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ABSTRACT

This report, the last in a series of three studies on the nature of school administration in Georgia, provides an array of statistical tables and charts, along with interpretive information, on teachers' perceptions of the principalship. These data highlight the following issues: imbalance of the work force; role of the principal; quality and relevance of teacher preparation programs, educational administration programs, and staff development; teacher supply and demand; discipline; geographic diversity; and public commitment to quality education. After an introductory essay establishing the context of the study, the first section provides a demographic survey profile of the teachers. The second section focuses on teachers' perceptions of the role, authority, and performance of their principals. The third section focuses on teacher satisfaction with their local schools, state policies, and their current teaching positions. The fourth section documents teacher career plans and compensation, while the fifth discusses problems and issues raised by these teachers' perceptions. A bibliography is included, along with five appendixes: (1) design of the study, (2) the teacher questionnaire, (3) a cover letter from the Governor of Georgia to the teachers, (4) a coding reference sheet, and (5) teachers' ratings of principals in various proficiencies. (TE)

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The Principalship in Georgia: Teachers' Perceptions

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PREFACE

The Georgia Professional Standards Commission is pleased to share the last in a series of three studies on the nature of school administration in Georgia, particularly the roles, responsibilities, and expectations of the principalship within the overall school community. This report, The Principalship in Georgia: Teachers' Perceptions (1985), builds upon the rich variety of valuable insights and descriptive information provided by Georgia principals and superintendents, contained in two previous studies, The Principalship in Georgia: A Crucial Element in Quality Education (1983) and The Principalship in Georgia: Superintendents' Perceptions (1984).

This report is filled with statistics and important information about teachers. It has no single audience. Quality education is not just a professional and political concern. It is a citizen concern. Thus, the Commission quite intentionally prepared this report for a large and diverse audience. The Commission gladly presents these data which highlight the following issues: imbalance of the workforce; role of the principal; quality and relevance of teacher preparation programs, educational administration programs, and staff development; teacher demand and supply; discipline; geographic diversity; and public commitment to quality education. This report also underscores the point that administration and teaching cannot be viewed in isolation. Lasting educational reform is a process that builds from the bottom up, classroom by classroom, school building by school building, school system by school system.

The Commission applauds the wide-ranging efforts of all Georgians in enacting the Quality Basic Education Act (QBE). A strong foundation is in place for the realization of true educational improvement in our public schools. The central challenge facing all of us in the next decade will be sustaining the momentum of these efforts and successfully implementing substantive reform in each and every community.

Guy H. Davis

ACKNOWLEDGEMENTS

Grateful appreciation is expressed to the numerous individuals and agencies who assisted with this research project. Special recognition and appreciation are expressed to Governor Joe Frank Harris and State Superintendent of Schools Charles McDaniel for their support.

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Most especially, the Commission extends sincere gratitude and special thanks to the more than 1,300 Georgia teachers who participated in this study.

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> Teaching is society's most important occupation. The kind of society we want to live in, what we want ourselves and our children to be--our whole hopes--depend on education. There is no more important work than teaching.
>
> Ralph Tyler

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Composite Portrait of U.S. Teachers

"The majority of teachers are female. The average age of all teachers is 40. They earn an average of $21,983 working an average of 185 days a year, seven hours and 13 minutes a day. The typical teacher has worked in the same school district for 12 years and has been a teacher for an average of 15 years. Most teachers belong to the National Education Association and to state and local teacher organizations. Most are covered by collective bargaining agreements. Paperwork, class size, and lack of support from parents rank among the biggest problems facing teachers. About half of them used computers in their teaching at least a few times in 1983-84. About half would not want to work a longer school day or school year even if a commensurate salary increase were offered. Most teachers report that they do not have a major problem with such discipline infractions as extreme verbal abuse, physical attacks, theft, or damage to personal property in their classrooms. They are divided on the issue of merit pay for teachers and on requiring experienced teachers to pass competency tests, but a substantial majority tend to support career ladders for teachers.

"Portraits of typical teachers at different grade levels also emerge from the EOP. The majority of elementary school teachers are female. The average age of all elementary school teachers is 40, and the average work-year is 185 days, seven hours and eight minutes a day. The average salary is $21,621, and the average class size for those teaching in a nondepartmentalized setting is 25 pupils. Most elementary teachers do not want a longer school day or school year. Most believe that homework should be assigned to elementary students three or more times a week. Over 40 percent believe that students' attitudes toward school are more negative than five years ago.

"The majority of intermediate level teachers are also female. The average age is 40, and the average salary is $21,560 for working an average of 184 days a year, seven hours, 13 minutes a day. Most intermediate level teachers are unwilling to work a longer day, but would work a longer year for a higher salary.

"The majority of high school teachers are male. The average age is 41, and the average salary is $22,714 for working at school an average of 185 days a year, seven hours 18 minutes a day. Most high school teachers believe that students should have homework at least four times a week. Most believe that students' attitudes are more positive toward school and learning than students' attitudes of five years ago."

(Educational Research Service, 1984, p. 5)

Composite Portrait of Georgia Teachers

The majority of teachers are female and white. The typical teacher is 39. Nearly half of the teachers hold a Master's degree; two-thirds received both their undergraduate and graduate preparation in Georgia. Fifty-four percent decided to pursue teaching as a career prior to entering college; 71% stated teaching was their first career choice. They earn an average salary of $20,494 and work an average of 49.8 hours per week on school-related activities. Fifty-one percent of their time is spent teaching class, 15% preparing for classes, and 10% grading papers. The typical teacher has taught for 13.6 years and worked in the same school for 7.8 years. Over 72% belong to a professional organization. Teachers cited the lack of community and parental support (48%), discipline (37%), and funding (24%) as the biggest problems facing public schools. Teachers (61%) view the current role of their principal as school manager; only 7% view their principal as an instructional leader. Teachers are generally satisfied with their jobs; yet, 43% expressed a desire to leave public school teaching. Over one-fourth plan to leave within five years. They cite low teacher salaries, discipline problems, and low prestige of teaching as the main reasons teachers leave the profession. Over two-thirds oppose differential pay; 50% oppose incentive pay; however, 69% said that some teachers in their own schools deserve incentive pay.

Portraits of elementary, middle, and high school teachers also emerge. Nearly all (93%) elementary teachers are female. They prefer the reputation "You are understanding." Sixty-four percent plan to continue teaching; 36% are seriously considering leaving. They cite low salaries and discipline problems as the major reasons teachers leave. The most serious problem cited by elementary teachers is lack of community/parental support.

The majority (78%) of middle school teachers are female. Forty-eight percent plan to continue teaching; 52% are seriously considering leaving. They cite low salaries and discipline problems as the major reasons teachers leave. The most serious problems cited by middle school teachers are lack of community/parental support and discipline.

The majority (59%) of high school teachers are female. They prefer the reputation "You know your subject." Over one-half (52%) are seriously considering leaving teaching. They cite low salaries, discipline, and student apathy as the main reasons teachers leave. The most serious problems cited by high school teachers are lack of community/parental support and discipline.

(PSC, 1985)

The Principalship in Georgia:
Teachers' Perceptions

EXECUTIVE SUMMARY

PERSONAL CHARACTERISTICS: Age, Sex, and Ethnic Distribution: [pp.13-17]

- The typical teacher is 39.1 years old; 60% are less than 40 years old.
- Eighty-four percent (84%) of the teachers are female; 16% are male.
- Seventy-nine percent (79%) of the teachers are white; 21% are black.
- Ninety-three percent (93%) of the elementary school teachers are female; 7% are male.
- Seventy-eight percent (78%) of the middle school teachers are female; 22% are male.
- Fifty-nine percent (59%) of the high school teachers are female; 41% are male..

Differences:

- The majority of teachers are female (84%); the majority of administrators are male [principals are 83% male; superintendents are 96% male].
- According to grade level, differences may be seen with regard to the proportion of female to male teachers:

Grade Level	Female	Male
Elementary School	93%	7%
Middle School	78%	22%
High School	59%	41%

PERSONAL CHARACTERISTICS (continued):

Differences (continued):

- According to geographic region, differences may be seen in the proportion of white to black teachers[1].

Geographic Region	White	Black
North	91%	9%
North Central	80%	20%
Southwest	77%	23%
Southeast	73%	27%
Central	72%	28%

- Differences may be seen in the ethnic distribution of teachers employed in school systems depending on superintendent selection method.[2]

Teachers	Superintendent Selection Method	
	Appointed	Elected
White	75%	84%
Black	25%	16%

EDUCATIONAL PREPARATION/CERTIFICATION: [pp. 17-23]

- The majority (90%) of teachers hold either a Bachelor's (43%) or a Master's (47%) degree. Nine percent (9%) hold the Specialist's degree, and 1% hold a Doctorate.

- Sixty-five percent (65%) of teachers received their undergraduate preparation within Georgia; 35% received their undergraduate preparation outside Georgia.

- Eighty-two percent (82%) of teachers received their graduate preparation within Georgia; 18% received their graduate preparation outside Georgia.

([1]Note: The reader should note the following population percentages: Georgia, 26.8% black; public school students, 33.5% black; and public school teachers, 27.6% black.) (Feistritzer, 1983)

([2]Note: At the time of the December 1983 superintendent survey, 115 of the 187 school systems in Georgia had elected superintendents; 72 systems had appointed superintendents.)

EDUCATIONAL PREPARATION/CERTIFICATION (continued):

- Seventy-six percent (76%) of teachers received their T-4 certificates prior to obtaining a teaching position; 23% reported having received their T-4 certificates after having obtained a teaching position; 1% of the teachers reported not having their T-4 certification.

- Seventy-one percent (71%) of elementary school teachers reported elementary education as their area of expertise.

- The majority (56%) of middle school teachers reported their area of expertise as follows: elementary education (21%), social science (14%), mathematics (11%), and English (10%).

- The majority (60%) of high school teachers reported their area of expertise as follows: vocational education (22%), English (16%), social science (13%), and mathematics (9%).

- Forty-two percent (42%) of multiple level teachers reported special education as their subject area of expertise.

Subject Area of Expertise
by Grade Levels

	Elem.	Mid.	High	Mult.
Elementary Education	71%	21%	0%	12%
Special Education	10%	8%	7%	42%
Vocational Education	0%	8%	22%	0%
Social Science	1%	14%	13%	3%
English	1%	10%	16%	3%
Mathematics	3%	11%	9%	3%
Physical Education	2%	9%	6%	7%
Science	1%	5%	12%	3%
Fine Arts	2%	1%	4%	12%
Foreign Language	0%	0%	5%	0%
Other	9%	13%	6%	15%
N =	774	201	225	73

Differences:

- Differences may be seen in the percentage of teachers receiving undergraduate preparation within Georgia depending on superintendent selection method.

EDUCATIONAL PREPARATION/CERTIFICATION (continued):

Differences (continued):

	Superintendent	
Undergraduate	Appointed	Elected
Within Georgia	61%	70%
Outside Georgia	39%	30%

- According to geographic region, differences may be seen in the percentage of teachers receiving their undergraduate preparation within Georgia.

Geographic Region	Within GA
Southwest	79%
Southeast	77%
Central	68%
North	63%
North Central	57%

CAREER PATH AND WORKING ENVIRONMENT: [pp. 23-38]

- Fifty-four percent (54%) decided to pursue teaching as a career prior to entering college; 71% stated teaching was their first career choice.
- Six percent (6%) entered a teacher preparation program after completing a bachelor's degree.
- The majority (58%) of teachers reported either a love of children (33%) or a love of teaching (25%) as their main reason for becoming a teacher.
- The typical teacher has 14 years of experience and has taught in the same school for approximately eight years.
- Seventy-two percent (72%) of the responding teachers reported membership in selected professional organizations.
- Sixty-one percent (61%) of the teachers reported that their schools were operated like an organization tending toward staff equality; however, 39% of the teachers reported that their schools were operated like an organization with staff hierarchy and clear lines of authority.

CAREER PATH AND WORKING ENVIRONMENT (continued):

- Fifty-five percent (55%) of the teachers reported that the main emphasis of their school systems was on board policy and efficiency with numerous rules and a definite system of authority; only 7% of the teachers reported that the main emphasis of their school systems was on creativity through freedom for members of the professional staff.

- Teachers reported their main sources of assistance in curriculum and instruction as other teachers (23%) and principals (21%).

- On a scale of 1-to-9 (none-to-total), teachers reported high levels of personal authority in four areas: maintaining class discipline (8.0), individual student assessment and grading (7.9), determining instructional method (7.6), and establishing achievement expectations of students (7.5).

- Teachers work an average of 49.8 hours per seven-day week on school related activities.

- Fifty-one percent (51%) of their time is spent teaching class, 15% preparing for classes, and 10% grading papers.

- Two major areas in which teachers expressed a desire to use a gift of extra time were private preparation of lessons (41%) and individualized instruction (37%).

Differences:

- Differences may be seen across grade levels regarding how the schools were operated. Sixty-seven percent (67%) of elementary teachers reported an emphasis on staff equality; 54% of middle school teachers and 46% of high school teachers also reported an emphasis on staff equality.

- Differences may be seen across grade levels in the source of assistance teachers receive in curriculum and instruction. Both elementary (26%) and middle school (26%) teachers reported receiving the most assistance from other teachers. High school teachers (25%) reported receiving the most curriculum assistance from their department chairperson. Twenty-five percent (25%) of multiple level teachers reported the principal as their main source of assistance.

CAREER PATH AND WORKING ENVIRONMENT (continued):

Differences (continued):

Main Source of Assistance
by Grade Levels

	Elem.	Mid.	High	Mult.	ALL
Other Teachers	203	57	33	15	308
	26%	26%	14%	20%	23%
Principals	199	43	17	18	277
	25%	20%	8%	25%	21%
No One	88	35	55	7	185
	11%	16%	24%	9%	14%
Central Office Administrator	111	28	26	16	181
	14%	13%	11%	22%	14%
Assistant Principal for Instruction	102	31	35	11	179
	13%	14%	15%	15%	14%
Department or Grade Chairperson	39	18	58	7	122
	5%	8%	25%	9%	9%
Other Building Level Leadership	33	5	3	0	41
	4%	2%	1%	0%	3%
Assistant Principal for Administration	14	3	4	0	21
	2%	1%	2%	0%	2%

ROLE OF THE PRINCIPAL: [pp. 39-41]

- The majority of teachers (61%) viewed the current role of their principals as School Manager; 7% viewed the current role as Instructional Leader.

ROLE OF THE PRINCIPAL (continued):

Teachers' Perceptions of the Current Role of the Principal

Current Role	Frequency	Percent
School Manager	801	61%
Planner	106	8%
Personnel Leader	102	8%
Instructional Leader	95	7%
Professional Developer	84	6%
Disciplinarian	68	5%
Community Leader	39	3%
Coordinator of Extracurricular Activities	31	2%
N =	1326	100%

- Forty-five percent (45%) of teachers viewed the ideal role of the principal as School Manager while 22% preferred Instructional Leader.

Teachers' Perceptions of the Ideal Role of the Principal

Ideal Role	Frequency	Percent
School Manager	547	45%
Instructional Leader	266	22%
Professional Developer	157	13%
Personnel Leader	134	11%
Planner	60	5%
Disciplinarian	41	3%
Community Leader	8	1%
Coordinator of Extracurricular Activities	2	0%
N =	1215	100%

ROLE OF THE PRINCIPAL (continued):

Differences:

- Differences may be seen across grade levels in teachers' perceptions of the current role of their principals as School Manager.

	CURRENT ROLE
Grade Level	School Manager
High School	71%
Middle School	59%
Elementary School	59%

- According to geographic region, differences may be seen in the percentage of teachers who perceived the current role of their principals as School Manager.

	CURRENT ROLE
Geographic Region	School Manager
North	66%
North Central	63%
Southeast	59%
Central	55%
Southwest	54%

AUTHORITY OF THE PRINCIPAL: [pp. 41-42]

- On a scale of 1-to-9 teachers viewed their principals as having the most authority in the areas of evaluating instruction (7.5), hiring and retention of staff (7.3), determining staffing patterns (7.0), allocating school resources (6.8), determining school policy (6.8), and facilitating change (6.7); teachers viewed their principals as having the least authority (3.8) in the area of managing vocational programs.

PROFICIENCIES/PERFORMANCE OF THE PRINCIPAL: [pp. 42-45]

- Teachers indicated they were "entirely" or "mostly" satisfied with their principals' proficiencies in the 18 areas of administrative proficiency identified during the deliberations of the Governor's Education Review Commission:

PROFICIENCIES/PERFORMANCE OF THE PRINCIPAL (continued):

Proficiency	Entirely or Mostly Satisfied
Emphasis on Student Achievement in Basic Skills	85%
Clear Definition of School Policy and Standards	82%
Emphasis on Time on Task	81%
Oral and Written Skills	78%
Maintenance of Orderly School Climate	77%
Delegation of Responsibility	76%
Clarity of Goals & Objectives	75%
Mastery of Content	73%
Clarity of Expectations from Students, Teachers, and Parents	72%
Leadership	72%
Handling Student Discipline	69%
Personnel Evaluation and Provision of Inservice	68%
Resource Allocation Commensurate with Objectives	68%
Recognition and Reward of Success	67%
Effective Communication	66%
Identification of Community Needs	66%
Monitoring Pupil Progress	64%
Effective Teaching Ability	53%

- Seventy percent (70%) or more of the teachers rated their principals' performance as "entirely" or "mostly" satisfactory in the following activities:

  Preparing Required School Reports
  Supervising School Building Operations
  Managing School Office
  Communicating with Parents
  Developing and Maintaining School Public Relations
  Evaluating Teachers
  Communicating with Students

- Thirty percent (30%) of the responding teachers did not rate their principals' performance as "entirely" or "mostly" satisfactory in the following activities:

  Communicating with Teachers
  Supervising Instruction
  Developing Curriculum
  Planning Staff Development
  Teaching or Covering Classes

TEACHER SATISFACTION: LOCAL, STATE, AND PERSONAL: [pp. 46-53]

- In general, teacher satisfaction with various aspects of their own systems was high. Eighty-one percent (81%) of the teachers were "entirely" (29%) or "mostly" satisfied (52%) with the quality of the teaching staff; 75% were "entirely" (43%) or "mostly" satisfied (32%) with their principals' cooperation and support; and 75% were "entirely" (25%) or "mostly" satisfied (50%) with the quality of the non-teaching staff.

- In evaluating their own schools, teachers expressed less satisfaction with student academic achievement (51%), adequacy of the school budget (43%), and parental involvement (39%).

- Thirty percent (30%) of Georgia teachers were either "entirely" or "mostly" satisfied with public education in Georgia; 45% were "equally" satisfied/dissatisfied; and 25% were "mostly" or "entirely" dissatisfied.

- In evaluating 9 areas of public education in Georgia, teachers indicated they were "entirely" or "mostly" satisfied as follows:

Aspect	Entirely or Mostly Satisfied
Teacher's Own Preparation Program	65%
Public Education in Their System	55%
Teacher Certification Standards	52%
Teacher Preparation Programs in GA	45%
Teacher Inservice Programs in GA	41%
Level of Local Spending in Education	30%
Public Education in Georgia	30%
Level of State Spending in Education	18%
Teacher Salary in Georgia	14%

- In general, more teachers expressed satisfaction with their own systems (55%) than with public education in Georgia (30%).

- Eighty-five percent (85%) of the teachers were "entirely" (30%) or "mostly" satisfied (55%) with their current teaching positions.

TEACHER SATISFACTION: LOCAL, STATE, AND PERSONAL (continued):

Differences:

- Differences may be seen across grade levels in the percentage of teachers who were either "entirely" or "mostly" satisfied with various aspects of their school system.

Aspect	Entirely or Mostly Satisfied		
	Elem.	Mid.	High
Quality of Teaching Staff	84%	79%	72%
Principal Cooperation	77%	76%	70%
Quality of Non-Teaching Staff	75%	79%	72%
District Office Cooperation	73%	72%	58%
Staff Morale	67%	58%	52%
Student Athletic Performance	64%	64%	65%
Student Academic Achievement	57%	43%	40%
Adequacy of School Budget	47%	42%	36%
Parental Involvement	44%	34%	26%

- According to geographic region, differences may be seen in the percentage of teachers who were "entirely" or "mostly" satisfied with areas of public education in Georgia.

Aspect	Entirely or Mostly Satisfied				
	N	NC	C	SW	SE
Public Education in Georgia	27%	21%	33%	44%	38%
Public Education in Their System	47%	58%	54%	53%	58%
Level of State Spending	16%	11%	22%	29%	21%
Level of Local Spending	26%	28%	33%	40%	30%
Their Own Teacher Preparation Program	63%	68%	65%	67%	64%
Teacher Preparation Programs in Georgia	43%	42%	47%	49%	50%
Teacher Certification Standards in Georgia	52%	51%	52%	61%	49%
Teacher Inservice Programs in Georgia	31%	45%	43%	43%	44%
Teacher Salary in Georgia	15%	12%	15%	25%	13%

CAREER PLANS: [pp. 55-62]

- Fifty-seven percent (57%) of Georgia teachers indicated that they plan to continue teaching in public schools.

- Forty-three percent (43%) expressed interest in pursuing vocations other than public school teaching; of these teachers, 25% expressed a desire to leave public school education entirely.

- Over one-fourth (27%) of responding teachers reported that they plan to continue teaching in public schools for 5 years or less; 21% indicated they plan to teach for another 6 to 10 years. Approximately one-half (52%) of the present teacher workforce in Georgia plan to continue teaching for 11 or more years.

- Teachers cited six predominant reasons for teacher attrition.

Reason	Weighted Percentage
Low Teacher Salaries	83%
Discipline Problems in Schools	55%
Low Standing of Teaching as a Profession	34%
Students Are Unmotivated, Uninterested in School	29%
Outstanding Teacher Performance Goes Unrewarded	26%
Parents Don't Support Teachers	24%

Differences:

- Differences may be seen across grade levels in the percentages of teachers who reported a desire to continue teaching in public schools. The majority (64%) of elementary school teachers wish to continue; 48% of middle school teachers and 48% of high school teachers wish to continue.

CAREER PLANS (continued):

Differences (continued):

- Differences may be seen in the characteristics of teachers who plan to remain in the profession and those who plan to leave the profession.

Characteristics	Remain	Leave
Male	34%	66%
Female	62%	38%
Age (Years)	40	38
Years in Present School	9	7
Years of Teaching Experience	14	13
White	58%	42%
Black	54%	46%

- Differences may be seen in the proportion of teachers (by subject areas) who indicated they plan to leave public school classrooms.

Area	Remain	Leave	N
Elementary Education	65%	35%	601
Mathematics	62%	38%	64
Foreign Language	61%	39%	13
English	58%	42%	64
Science	55%	45%	47
Fine Arts	50%	50%	34
Special Education	50%	50%	137
Social Science	46%	54%	65
Vocational Education	45%	55%	66
Physical Education	40%	60%	53
Other	53%	47%	123

- According to geographic region, differences may be seen regarding the number of teachers who reported a desire to continue teaching in public schools.

Geographic Area	Remain
Southwest	65%
North	60%
Southeast	59%
North Central	54%
Central	54%

CAREER PLANS (continued):

Differences (continued):

- Differences may be seen across grade levels in reasons teachers leave the profession. Discipline problems were cited by elementary and middle school teachers more often than by high school teachers. Lack of student motivation was cited more often by high school teachers than by middle or elementary school teachers.

REWARD/COMPENSATION: [pp. 62-69]

- Sixty-nine percent (69%) of Georgia teachers opposed differential pay in subject areas with teacher shortages; 22% favored differential pay.

- Fifty-six percent (56%) of Georgia teachers opposed incentive pay; 36% favored incentive pay.

- Twenty-eight percent (28%) of the responding teachers indicated that they opposed incentive pay because teaching "can't be measured objectively"; 16% opposed incentive pay because it is "difficult to give a fair evaluation"; and 11% opposed incentive pay because it "would create morale problems."

- Twenty-eight percent (28%) of teachers indicated that they favored incentive pay because "good teachers would be rewarded"; 7% favored incentive pay because "children would benefit."

- Sixty-nine percent (69%) of teachers stated that there are teachers in their schools who are sufficiently outstanding to warrant incentive pay; 17% stated that no teachers in their schools warrant incentive pay.

- Sixty-two percent (62%) of the teachers who felt some teachers warrant incentive pay stated that fewer than 30% of the teachers in their schools actually warrant incentive pay.

- Teachers indicated that the following people/panels should determine incentive pay.

Who Should Determine Incentive Pay	Frequency	Percent
Committee of Teachers and Administrators	529	40%
None Qualified	173	13%
Committee of Outside Educators	139	10%
School Principal	131	10%
Committee of Teachers	74	6%
Other	32	2%
Students	4	0%
Parents	2	0%
Don't Know	250	19%
N =	1334	100%

Differences:

- According to geographic region, differences may be seen in the percentage of teachers who stated that 30% or more of the teachers in their schools warrant incentive pay.

Geographic Area	30% or More
North Central	44%
Southwest	44%
Central	36%
North	35%
Southeast	30%

TEACHERS' PERCEPTIONS: PROBLEMS AND ISSUES: [pp. 70-75]

- Nearly one-half (48%) of the teachers saw lack of community and parental support as the biggest issue confronted by public schools in their communities. Other issues/problems listed most frequently by teachers include:

	Frequency	Percent*
Lack of Community/Parental Support	645	48%
Discipline Related Problems	504	37%
Funding Related Problems	329	24%
Inadequate Resources, Supplies, and Facilities	239	18%
Socioeconomic Problems	195	14%
Lack of Leadership	167	12%
Federal, State, and Local Policies	150	11%
Curriculum and Instructional Problems	146	11%
Teacher Quality and Misassignment	144	11%
N=1,359		

*Proportions add up to more than 100% because of multiple responses.

- Differences may be seen by grade levels in the percentage of teachers citing discipline as a problem: elementary school teachers, 32%; middle school teachers, 42%; and high school teachers, 46%.

- According to geographic region, differences may be seen in the percentage of teachers citing funding related problems: North, 32%; North Central, 23%; Central, 22%; Southwest, 22%; and Southeast, 21%.

CONTEXT OF THE STUDY

Studying the current status of school leadership is especially appropriate in the wake of renewed efforts at the federal, state, and local levels directed toward identifying and encouraging educational reforms in our nation's public schools. Over the past three years, major research and reports from the National Commission on Excellence in Education, the Education Commission of the States, the National Science Board, the Twentieth Century Fund, the Carnegie Foundation for the Advancement of Teaching, and other institutions have called for higher educational standards, increased course requirements, quality professional development and incentive programs, and other major reforms. The mounting research evidence since the mid-1970's has indicated that school quality is a variable that can be influenced by policy--school structure and organization do affect what children learn. (Phi Delta Kappan, September, 1985). The messages of these reports have, therefore, stimulated qualitative questions and accountability concerns of state legislatures, state and local boards of education, individual schools and school districts, and the general public aimed at improving local school leadership, the delivery of instruction, and ultimately, student academic achievement.

In the South, a dramatic reform movement in public education has begun, championed by a group of progressive governors and fueled by an understanding that the region's economic future is linked to the ability to attract high-technology firms; sophisticated economic development, in turn, requires a skilled workforce and a good educational system. Education-reform packages developed by blue-ribbon commissions have become law in many Southern states; the unfolding challenge for the entire educational community will be to maintain a proactive stance as policymaking moves toward implementation and monitoring. State boards of education and the national association that represents them are among the educational leaders who have accepted the challenge. The newest agenda of the National Association of State Boards of Education includes "critical objectives" necessary to push the school-reform movement forward, ranging from managing tension between centralized state authority and local control to developing planning strategies that optimize boards' control over their agendas. (Education Week, October 30, 1985).

The young reform movement has already produced some significant changes. All but one of the 14 states within the purview of the Southern Regional Education Board require more demanding certification tests for prospective teachers. Maryland, the exception, is considering a similar measure. Arkansas began competency testing of veteran teachers last spring; Georgia and Texas have approved similar tests. More mathematics and science credits will be required for high

school graduation in nine Southern states. Tennessee, Texas, and Florida have started merit-pay plans for teachers over strong objections by teachers' unions. South Carolina, North Carolina, Arkansas, and Virginia are experimenting with merit-pay plans, and Georgia and Alabama are developing similar reward structures. Teachers' salaries were increased 8 to 10 percent in most Southern states, and the South led the nation in raising per-pupil expenditures during the 1983-84 school year.

Georgia's Quality Basic Education Act (QBE), enacted on July 1, 1985, is a comprehensive bill designed to improve every aspect of public education. The major goals relate to teachers and students--both improved academic achievement, including mastery of basic skills in all subject areas and higher graduation rates from high school, and improved teacher retention and teacher quality. These goals will be met through implementation of aggressive new policies, programs, and curriculums, including the development of a statewide basic curriculum, improved student access to quality programs, sufficient and equitable financing, higher statewide standards of performance, improved status and rewards for teaching, quality professional development and incentive programs, and ongoing communication with parents and the general public on the quality of schools and the academic achievement of Georgia students.

The national studies as well as an accumulating body of research on leadership in general and school administration in particular have tied school leadership to student achievement.

Baltzell and Dentler, in their study on principal selection conducted for the National Institute of Education, Selecting American School Principals: A Sourcebook for Educators, underline this decade's educational focus as the purpose for their report:

> In recent years, concern has intensified as social and economic pressures on public education have expanded. The role of the principal has come to be seen as perhaps the most complex balancing act in public education. At the same time, it has also come to be seen as the pivotal position for effective educational leadership and renewal of public confidence.
>
> (Baltzell and Dentler, 1983, p. 1)

Cognizant of this research, in 1982, the Professional Standards Commission (PSC) began the first of what was to be a three-stage research study of public school administration in Georgia, focusing on the principalship. The objective was to obtain accurate data on the range of views held by teachers, principals, and superintendents in Georgia, including descriptive profile information about each group. The rationale of the Commission was that the opinions, expectations, and goals of these educators must be considered if new policies and improvements in Georgia's schools are to be successfully implemented. During September of 1982, the PSC began the initial thrust of this research endeavor and surveyed all 1,776 public school principals in Georgia. Detailed profile information and perceptual data on the roles and responsibilities of the principalship were obtained from the 1,000 principals (56%) who responded. (PSC, 1983) In September of 1983, the PSC began the second stage of the study to obtain the superintendents'

perceptions of the principalship; all 187 superintendents in the State were surveyed using a comparable instrument, and 182 superintendents (97%) responded. (PSC, 1984)

In addition to extensive descriptive information provided by Georgia school administrators, the Commission gained valuable insights into the human dynamics within public schools, including the expressed needs and expectations administrators have for themselves and their professional staffs. Much of this information paralleled that of the national studies, especially with regard to the ubiquitous role conflict principals experience as they try to maintain a balance between everyday school management and effective instructional leadership. Contemporary school administrators increasingly find themselves highly fragmented, spending far more time in crisis management, informal one-on-one encounters, and complying with regulations. Precious little time is left for leadership in the central matters of teaching and curriculum--the role most necessary to carry out long-term school improvement.

Yet efficiently managed schools with strong leadership do exist. New findings from the most recent and intensive studies of individual schools, classrooms, and the people who work in them, such as Boyer's High School (1983), Goodlad's A Place Called School (1984), and Lieberman and Miller's Teachers: Their World and Their Work (1985), show strong relationships between teacher satisfaction and firm leadership by the principal. Not surprisingly, satisfied teachers convey interest

and enthusiasm for learning to their students, which is the definition of a positive and stable school climate. However, these studies also point out that it would be simplistic to attribute "everything" to the quality of the principal's leadership; the degree of staff cohesiveness and the nature of the problem-solving and decision-making climates at schools are factors also highly related to teachers' satisfaction and student achievement. The most important elements contributing to teacher and administrator cohesiveness are well stated by Theodore Sizer, former dean of Harvard's Graduate School of Education and author of Horace's Compromise: The Dilemma of the American High School (1984):

> Read ten good articles describing ten "effective" schools and you will have read little about effective programs and a great deal about effective people. These schools "work" because the people driving them are able. Nothing else, ultimately, is very important. . . . The agenda for "effectiveness," then, should primarily focus on the human dimension--the teachers and principals. Authority (the power and freedom to adapt their work to the needs of their particular students), stability (core staffs that stay long enough to make the adaptations that mesh their goals with the students' needs), and good conditions (the personal connection between students and teachers)--and better salaries, for fairness' sake--are the key.
>
> (The New York Times, April, 15, 1984)

Just as Peters and Waterman's In Search of Excellence has revolutionized the American workplace in the 1980's by attending to the motivations and needs of the people within an organization, so have people-centered agendas for excellence in schools changed the way policymakers, educators, and concerned citizens approach school reform. While it is important not to

overlook the significance of individual variation among schools, many of which are working quite well, recently completed broad-based research on the current status of teaching has uncovered an emerging crisis in teaching nationwide. The problems of attracting and retaining talented teachers could preclude the attainment of all the best laid plans for reform. A number of national teacher surveys conducted recently by Gallup/Phi Delta Kappa, the Educational Research Service, Harris/Metroplitan Life Corporation, Emily Feistritzer and the National Center for Education Information, the Carnegie Foundation, and the Rand Corporation have uncovered dramatic changes in the recruitment and retention patterns of the American teacher force, in the quality of teachers, and in the attractiveness of teaching as a profession. Older, highly educated, and experienced teachers are retiring in increasing numbers, and younger teachers are leaving for other occupations. Additionally, evidence such as that from a 1985 study conducted by the Southern Regional Education Board suggests that new recruits to teaching are less academically qualified than those who are leaving and the number of new entrants is insufficient to meet the coming demand for teachers, especially in subject areas critical for America's technological development--mathematics and science. Academically talented women and minorities are no longer restricted to teaching and are choosing professions with greater financial rewards, better advancement opportunities, and better working conditions.

These troublesome issues, combined with Commission data from Georgia's school administrators, served as the foundation for the PSC to begin the third stage of research on school leadership--the collection of comparable information on teachers' perceptions of their work, their principals, and the communities in which they teach. In January of 1985, questionnaires were mailed to 1,874 teachers; 1,359 usable completed questionnaires--a 73% rate of return--were received. (For the interested reader, the survey design, including the sampling procedure, is contained in Appendix A.) Teacher responses were compiled to obtain frequency distributions; in addition, the data were analyzed by grade levels, by geographic region, and by superintendent selection method.

This report is subdivided into five major sections. Part I presents a survey profile of Georgia teachers, including personal characteristics, educational and professional preparation, and information regarding working environment and career paths. Part II reports the responses of teachers regarding their perceptions of the principalship, including their views of the roles and responsibilities of the position and principals' administrative skills and performance. Part III reports teachers' satisfaction with their own schools and public education in Georgia, including degree of satisfaction with their current teaching positions. Part IV presents responses of Georgia teachers concerning their present and future career plans; it includes their perspectives on why teachers leave

the profession. In addition, teacher opinions regarding appropriate structures for professional compensation and reward, particularly incentive pay and differential pay, are presented. Finally, Part V reports teachers' views about the most important issues facing the public schools in their communities.

So in late 1984, the collection of comparable information on teachers' perceptions of the principalship was begun. Grade level distribution of respondents was 60% elementary school teachers, 17% middle school teachers, 18% high school teachers, and 5% multiple level teachers. (Table 1; Figure I) This closely approximates the distribution obtained in the 1982 PSC principal survey--61% elementary school, 15% middle school, and 22% high school principals. (PSC, 1983)

In the 1982 principalship study, the total survey pool was analyzed by five geographic areas of the State: North (N), North Central (NC), Central (C), Southwest (SW), and Southeast (SE)[1]. (PSC, 1983) Utilizing the same scheme, the distribution of teacher respondents was as follows: 20% North, 32% North Central, 20% Central, 10% Southwest, and 18% Southeast. (Table 2; Figure II) Once again, the geographic distribution of teacher respondents closely approximates the geographic distribution of principals in the previous study (19% North, 36% North Central, 20% Central, 11% Southwest, and 14% Southeast).

([1]Note: These five geographic designations correspond to the counties and cities as divided by the Cooperative Extension Service, Rural Development Center of the University of Georgia in the 1983 Georgia County Guide.)

(PSC, 1983) Fifty-seven percent (57%) of the teacher respondents were from school systems where the superintendent is appointed; 43%, from school systems where the superintendent is elected. (Table 3)

TABLE 1

DISTRIBUTION OF RESPONDENTS BY GRADE LEVELS

	Frequency	Percent
Elementary	807	60%
Middle	223	17%
High	235	18%
Multiple	74	5%
N =	1339	100%

FIGURE I

DISTRIBUTION OF RESPONDENTS BY GRADE LEVELS (N=1,339)

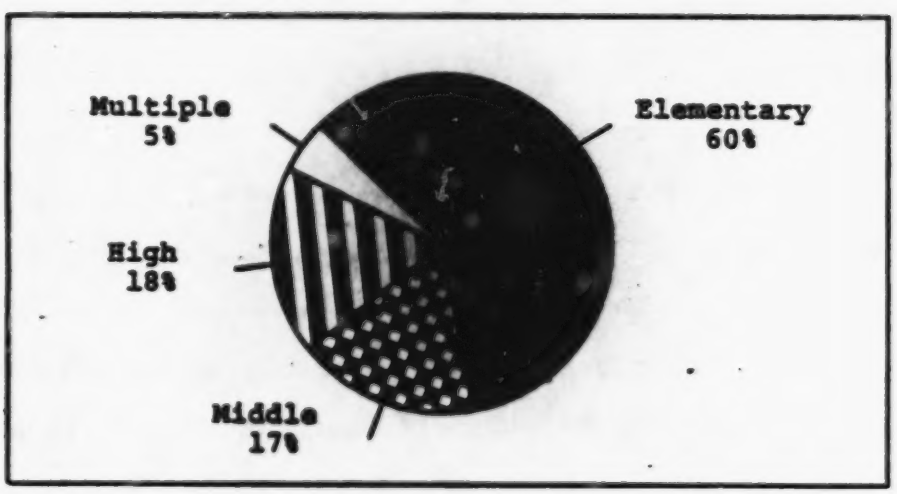

TABLE 2

DISTRIBUTION OF RESPONDENTS
BY GEOGRAPHIC REGION

	Frequency	Percent
North	276	20%
North Central	436	32%
Central	274	20%
Southwest	138	10%
Southeast	235	18%
N =	1359	100%

FIGURE II

DISTRIBUTION OF RESPONDENTS
BY GEOGRAPHIC REGION
(N=1,359)

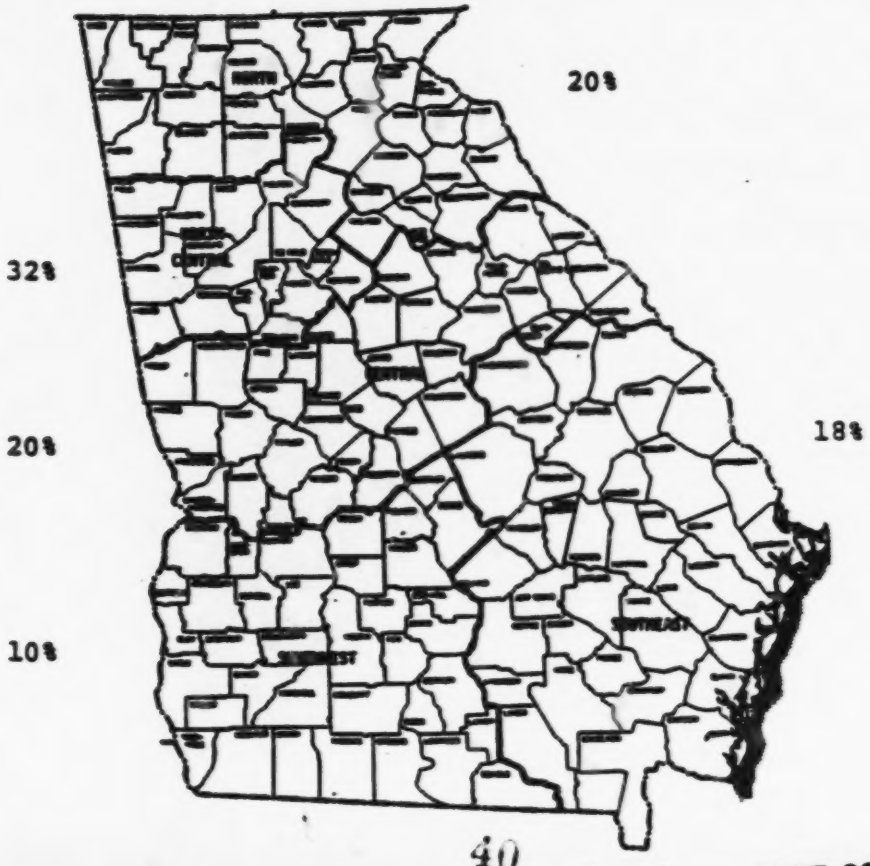

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TABLE 3

DISTRIBUTION OF RESPONDENTS
BY SUPERINTENDENT SELECTION METHOD

	Frequency	Percent
Appointed	776	57%
Elected	583	43%
N =	1359	100%

SURVEY PROFILE

Personal Characteristics: Age, Sex, and Ethnic Distribution

The average age of the Georgia teacher is 39.1 years. Eighty-seven percent (87%) are between the ages of 21 and 50. Only 11% are between 51 and 60. (Table 4; Figure III) Eight in every ten of the responding Georgia teachers (84%) are female; 16% are male. Different male/female patterns exist for different grade levels; female teachers far outnumber male teachers in elementary and middle schools and continue as the majority at the high school level. Ninety-three percent (93%) of Georgia elementary school teachers are women; only 7% are men. Seventy-eight percent (78%) of middle school teachers are women; 22% are men. In the secondary schools, the proportion is 59% women and 41% men. (Table 5; Figures IV, V) Georgia teachers are predominantly white (79%); 21% are black; less than 1% represent other ethnic groups. The proportion of white to black teachers varies markedly by geographic region. In the North, 9% of the teachers are black compared with 20% in the North Central, 23% in the Southwest, 27% in the Southeast, and 28% in the Central region. (Table 6; Figure VI) Differences may be seen in the ethnic distribution of teachers depending on superintendent selection method. In systems with appointed superintendents, 75% of the teachers are white; 25% are black.

In systems with elected superintendents, 84% of the teachers are white; 16% are black.

TABLE 4

AGE DISTRIBUTION OF TEACHERS

Age Group	Frequency	Percent
21 - 30 Years	264	20%
31 - 40 Years	539	40%
41 - 50 Years	364	27%
51 - 60 Years	153	11%
Over 61 Years	28	2%
N =	1348	100%

Mean = 39.1 yrs. Standard Deviation = 9.5 yrs.

FIGURE III

AGE DISTRIBUTION OF TEACHERS
(N=1,348)

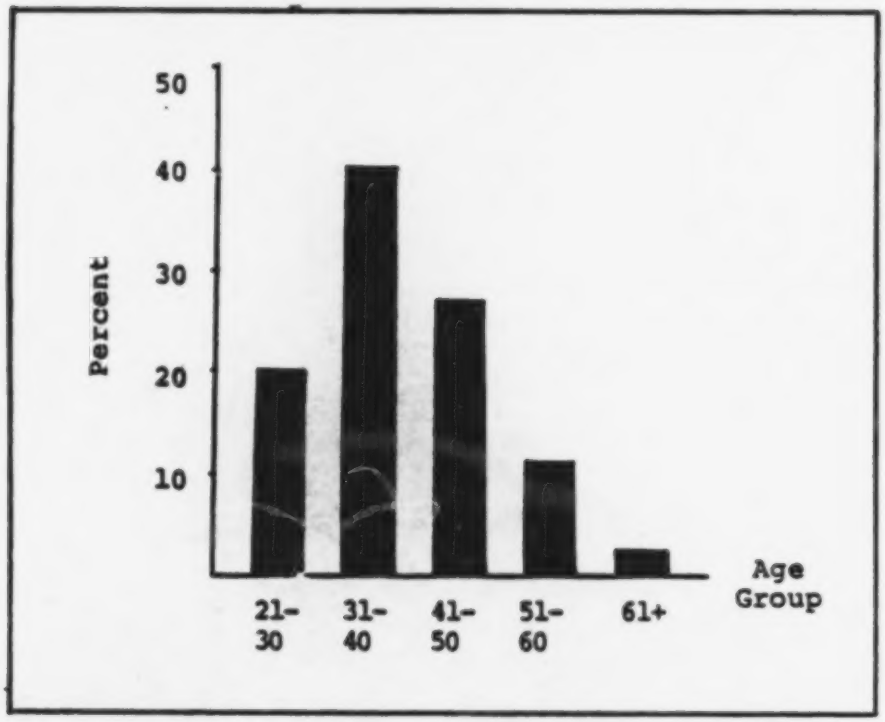


TABLE 5

SEX DISTRIBUTION OF TEACHERS

Sex	Frequency	Percent
Female	1135	84%
Male	221	16%
N =	1356	100%

FIGURE IV

SEX DISTRIBUTION OF TEACHERS
(N=1,356)

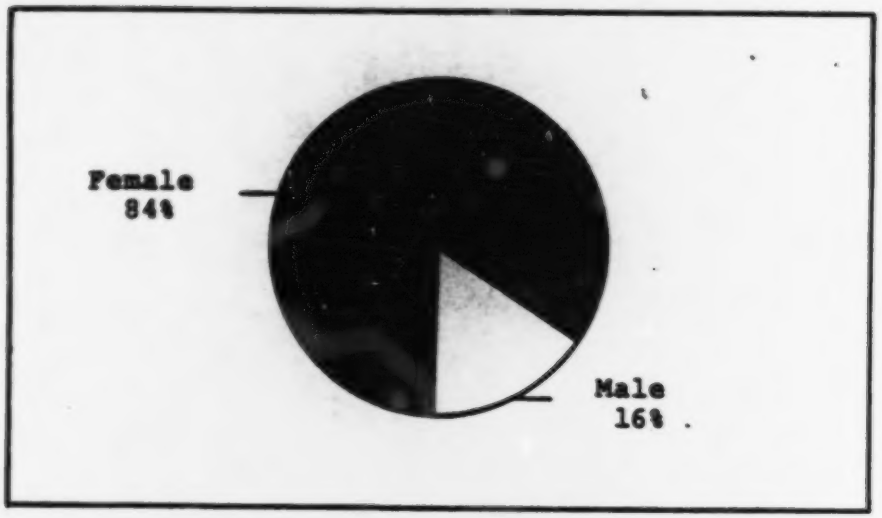


FIGURE V

SEX DISTRIBUTION OF TEACHERS
BY GRADE LEVELS
(N=1,262)

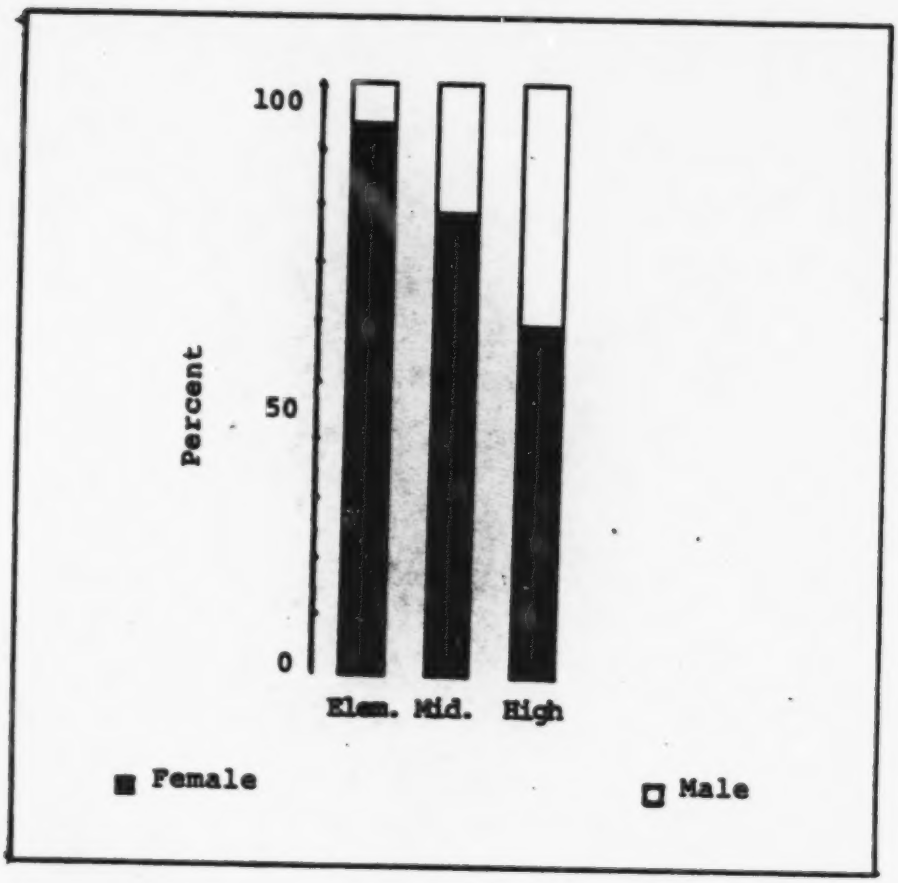


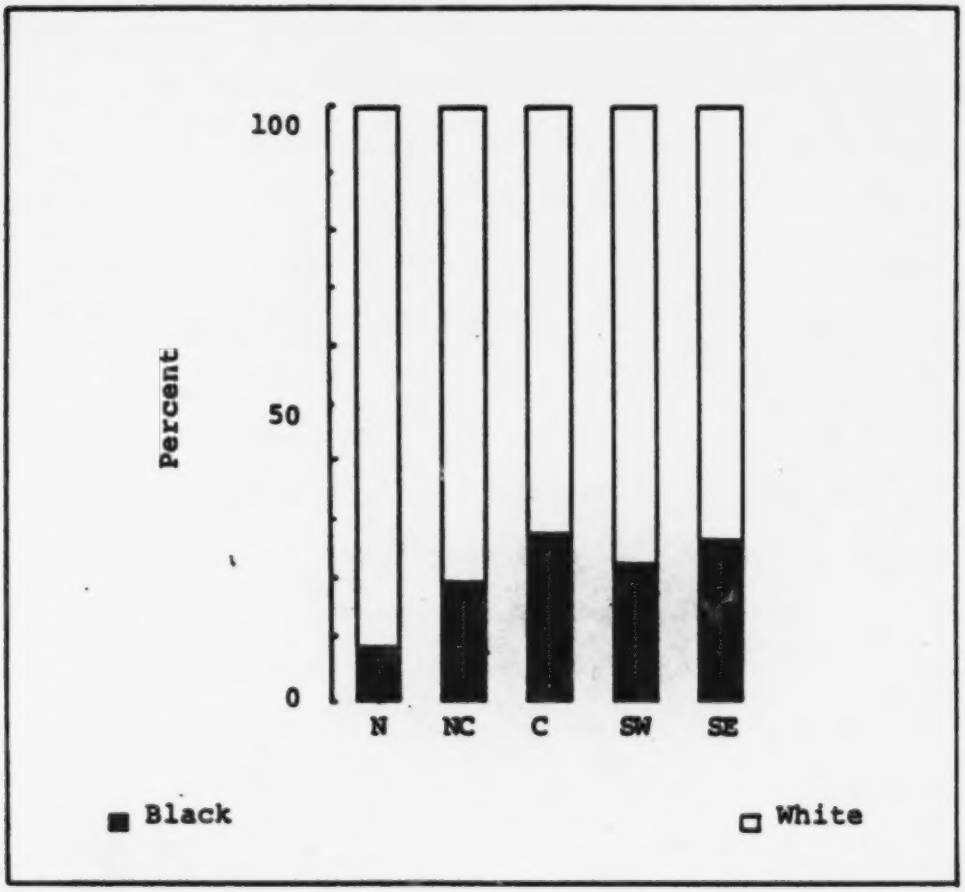
TABLE 6

ETHNIC DISTRIBUTION OF TEACHERS

Ethnic Distribution	Frequency	Percent
WHITE	1061	78.7%
BLACK	281	20.8%
HISPANIC	2	.1%
OTHER	5	.4%
	N = 1349	100.0%

FIGURE VI

ETHNIC DISTRIBUTION OF TEACHERS
BY GEOGRAPHIC REGION
(N=1,342)



Educational Preparation/Certification

Forty-three percent (43%) of reporting teachers hold a Bachelor's degree; 47% hold a Master's, and 119 teachers (9%) hold a Specialist's degree. Only 10 teachers (1%) have earned a doctorate. Sixty-five percent (65%) of respondents received the major portion of their undergraduate preparation within Georgia; 35%, outside Georgia. (Figure VII; Table 7) A

smaller proportion of teachers in the North Central (57%) and North (63%) regions received their undergraduate preparation within Georgia compared to teachers in the Central (68%), Southeast (77%), and Southwest (79%) regions. (Figure VIII) In systems with appointed superintendents, 61% of the teachers received their undergraduate preparation within Georgia; in systems with elected superintendents, 70% of the teachers received their undergraduate preparation within Georgia.

Seven hundred and sixty-four (764) teachers reported holding graduate degrees; an additional 210 teachers reported some graduate work. Of these 974 teachers, 796 (82%) received the major portion of their graduate preparation within Georgia; 178 (18%) received their graduate preparation outside Georgia; 330 (25%) had not received any graduate training. (Table 8) Seventy-six percent (76%) of the respondents received T-4 certification prior to obtaining a teaching position; 23% received T-4 certification after having obtained a teaching position. Seventeen teachers (1%) reported not having obtained T-4 certification at the time of the survey. (Figure IX) Data concerning T-4 certification did not vary by grade levels or geographic region. Only 3% of respondents reported they were not teaching in field.[2]

([2]Note: According to Georgia regulations, a person holding a probationary or provisional certificate is considered to be teaching in field.)

FIGURE VII

HIGHEST DEGREE
(N=1,350)

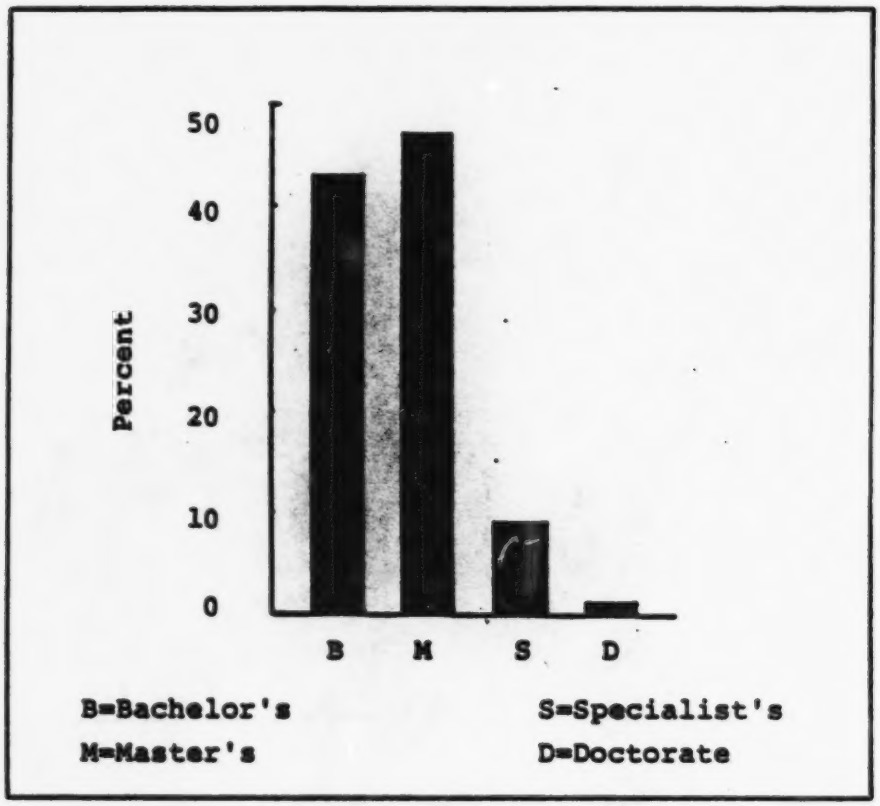


TABLE 7

UNDERGRADUATE PREPARATION

	Frequency	Percent
Within Georgia	879	65%
Outside Georgia	475	35%
N =	1354	100%

FIGURE VIII

UNDERGRADUATE PREPARATION WITHIN GEORGIA
BY GEOGRAPHIC REGION
(N=1,354)

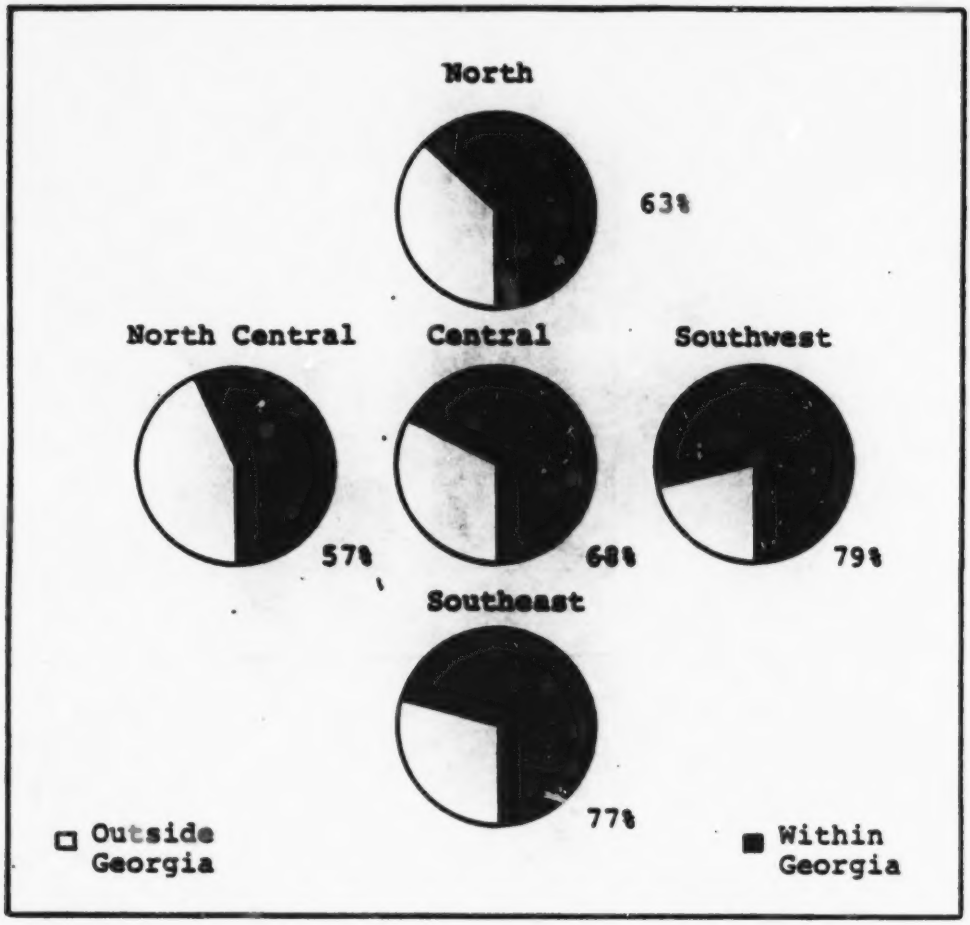


TABLE 8

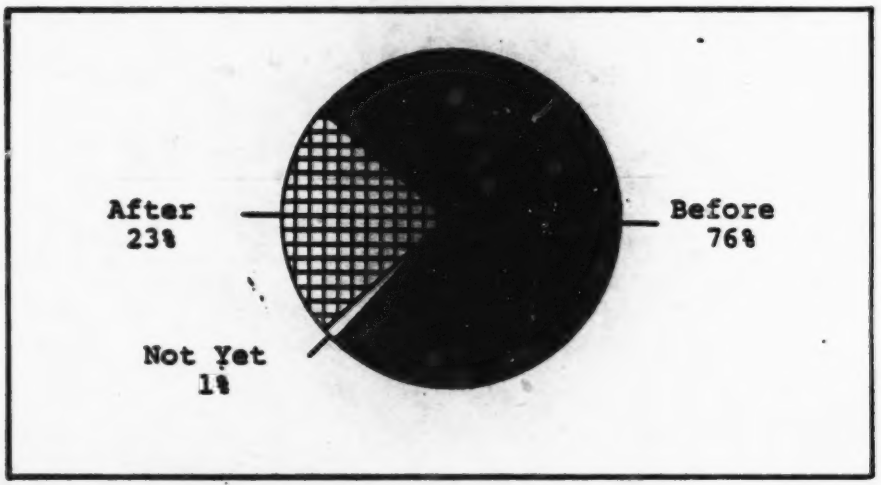
GRADUATE PREPARATION

	Frequency	Percent	Adjusted*
Within Georgia	796	61%	82%
Outside Georgia	178	14%	18%
No Graduate Preparation	330	25%	
N=	1304	100%	100%

*N = 974 teachers with either a graduate degree or some graduate preparation.

FIGURE IX

WHEN T-4 OBTAINED
(N=1,345)



Teachers reported the following subject areas of expertise: Elementary Education, 47%; Special Education, 11%; and Vocational Education, Social Science, English, and Mathematics, 5%, respectively. Only 1% of the responding Georgia teachers reported Foreign Language as their subject area of expertise. A majority of elementary school teachers

(71%) reported their subject area of expertise as Elementary Education. A fifth of the middle school teachers (21%) also indicated Elementary Education. A fifth of the high school teachers (22%) reported Vocational Education as their area of expertise; almost half of the teachers (42%) teaching at multiple grade levels reported Special Education as their area of expertise. (Tables 9, 10)

TABLE 9

SUBJECT AREA OF EXPERTISE

	Frequency	Percent
Elementary Education	608	47%
Special Education	139	11%
Vocational Education	66	5%
Social Science	66	5%
English	66	5%
Mathematics	65	5%
Physical Education	54	4%
Science	49	4%
Fine Arts	34	3%
Foreign Language	13	1%
Other	129	10%
N =	1289[3]	100%

([3]Note: 65 teachers checked multiple areas of expertise; therefore, their responses were not included)

TABLE 10

SUBJECT AREA OF EXPERTISE
BY GRADE LEVELS

	Elem.	Mid.	High	Mult.
Elementary Education	71%	21%	0%	12%
Special Education	10%	8%	7%	42%
Vocational Education	0%	8%	22%	0%
Social Science	1%	14%	13%	3%
English	1%	10%	16%	3%
Mathematics	3%	11%	9%	3%
Physical Education	2%	9%	6%	7%
Science	1%	5%	12%	3%
Fine Arts	2%	1%	4%	12%
Foreign Language	0%	0%	5%	0%
Other	9%	13%	6%	15%
N =	774	201	225	73

Career Path and Working Environment

Fifty-four percent (54%) of the responding Georgia teachers selected teaching as a career prior to entering college, 36% selected teaching during college, and 6% selected teaching after college graduation. A majority of teachers, 71%, reported that teaching was their first career choice; 29% reported that it was not. Over 50% of the responding teachers reported two main reasons for selecting teaching as a career: love of children (33%) and love of the teaching profession (25%). (Tables 11, 12)

TABLE 11

TEACHING CAREER DECISION

	Frequency	Percent
Before High School	285	21%
During High School	442	33%
During First 2 Years of College	314	23%
During Last 2 Years of College	167	13%
After College Graduation	84	6%
Other	56	4%
N =	1349	100%

TABLE 12

PRIMARY REASON FOR CAREER CHOICE

	Frequency	Percent
Love of Children	433	32.8%
Love of Teaching Profession	332	25.2%
Encouragement of Others	139	10.5%
Desire to Improve Service in Education	115	8.7%
Ability to Coordinate Well with Family Life	102	7.7%
Secure Source of Income	56	4.2%
No Alternative Form of Employment	29	2.2%
Ample Vacation Time	10	.8%
Prestige	2	.2%
Other	101	7.7%
N =	1319	100.0%

Georgia teachers contributed additional profile information about their professional experience and present status. The majority of teachers (59%) reported more than ten years of teaching experience. The typical Georgia teacher has an

average of 13.6 years teaching experience and has worked 7.8 years at his or her present school. Forty-six percent (46%) of the responding teachers have taught at their present schools 1-5 years; 27%, 6-10 years; and 24%, 11-20 years. Slightly over three-quarters (76%) of the teachers reported having tenured/contract status positions; 317 teachers (24%) did not have tenured/contract status.[4] (Tables 13, 14; Figures X, XI)

TABLE 13

YEARS IN TEACHING PROFESSION

	Frequency	Percent
1 - 5 Years	222	16%
6 - 10 Years	338	25%
11 - 15 Years	328	24%
16 - 20 Years	215	16%
21 - 25 Years	123	9%
26 or More Years	129	10%
N =	1355	100%

Mean = 13.6 yrs. Standard Deviation = 8.2 yrs.

([4]Note: The term "tenure," not normally used in Georgia, may have affected teacher responses to this question. Georgia teachers attain a permanent status after 3 years service; it is possible, therefore, that a number of teachers who reported non-tenured status may have actually attained permanent status.)

TABLE 14

YEARS AT PRESENT SCHOOL

	Frequency	Percent
1 - 5 Years	620	46%
6 - 10 Years	362	27%
11 - 15 Years	211	16%
16 - 20 Years	101	8%
21 or More Years	56	3%
N =	1350	100%

Mean = 7.8 yrs. Standard Deviation = 6.3 yrs.

FIGURE X

YEARS IN TEACHING PROFESSION
(N=1,355)

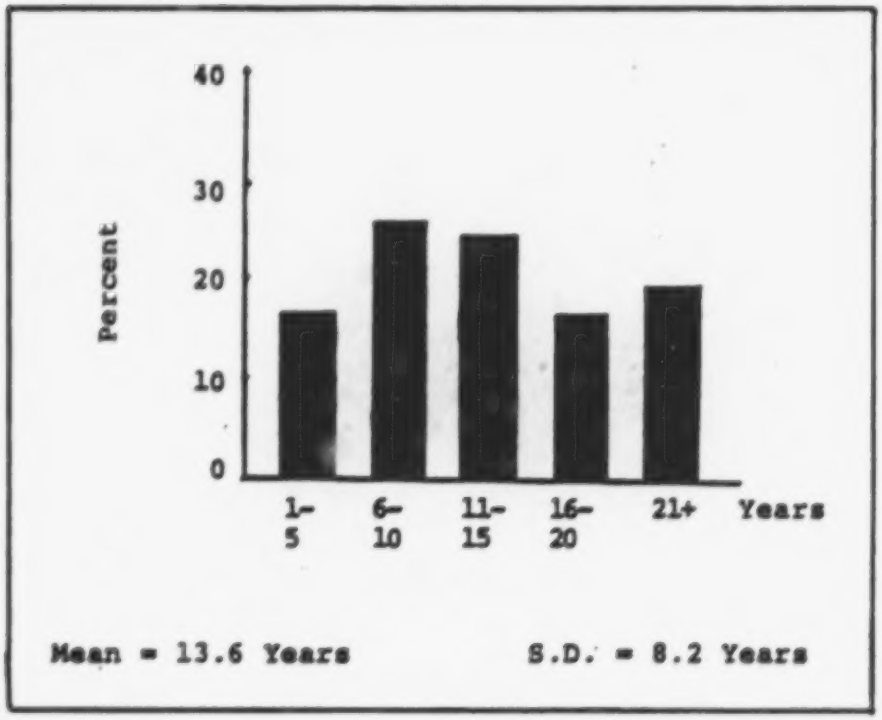
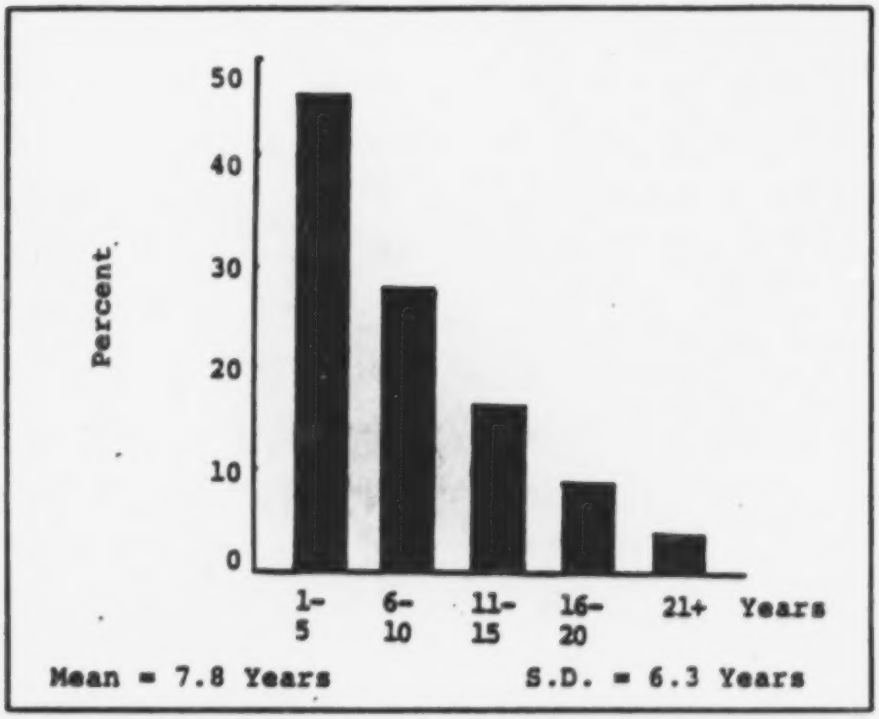


FIGURE XI

YEARS AT PRESENT SCHOOL
(N=1,350)



Almost three-fourths of the responding teachers (72%) indicated membership in one of the following selected professional organizations: Georgia Association of Educators (GAE)/National Association of Educators (NEA) (51%), Professional Association of Georgia Educators (PAGE) (18%), Georgia Federation of Teachers (GFT)/American Federation of Teachers (AFT) (2%), or Georgia Vocational Association (GVA) (1%). Differences in professional memberships may be seen by grade levels and by geographic region. Fifty-five percent (55%) of the elementary teachers, 53% of the middle school teachers, and 37% of the high school teachers reported membership in GAE/NEA. Compared to elementary (25%) and middle school

teachers (28%), a larger proportion of high school teachers (39%) were not members of any of the given professional organizations. According to geographic region, differences may be seen in the percentage of teachers reporting membership in various professional organizations. Regions with the largest proportion of teachers in a given professional organization (GAE/NEA) were the North, 61%; the Southwest, 60%; and the Southeast, 55%. Of the teachers who reported membership in none of the selected professional organizations, the largest proportion were in the North Central region (41%).

Sixty-one percent (61%) of the responding teachers reported that their schools were operated so that relationships among members of the staff tend toward equality rather than differences in authority. The other 39% of the teachers reported that their schools were operated more like a business where individual responsibility and lines of authority were clear and sharply stated. Responses to this question on school organization varied by grade levels. More elementary school teachers (67%) reported an emphasis on staff equality than did middle school teachers (54%) or high school teachers (46%). (Table 15) However, fifty-five percent (55%) of responding teachers reported that the main emphasis of their local boards is on board policy and efficiency through rules and authority. Only 7% of the teachers reported that their local boards emphasize creativity through freedom for members of the professional staff. An equal mix of emphases was reported by 38% of the responding teachers. (Table 16)

TABLE 15

SCHOOL OPERATION BY GRADE LEVELS

Like an Organization Tending toward Staff Equality				
Elem.	Mid.	High	Mult.	TOTAL
532	119	107	43	801
67%	54%	46%	59%	61%
Like an Organization with Staff Hierarchy and Clear Lines of Authority				
Elem.	Mid.	High	Mult.	TOTAL
266	103	124	30	523
33%	46%	54%	41%	39%

TABLE 16

MAIN EMPHASIS OF LOCAL BOARD POLICY

	Frequency	Percent
1. Creativity through Freedom for Members of Professional Staff Is Clearly Emphasized	37	3%
2. There Is More Emphasis on Creativity	59	4%
3. Equal Mix of Emphases	520	38%
4. There Is More Emphasis on Local Policy	413	31%
5. Board Policy and Efficiency Through Rules and Authority Are Clearly Emphasized	320	24%
N =	1349	100%

Teachers also identified individuals who provided them the most assistance in curriculum and instruction. Twenty-three percent (23%) of responding teachers reported receiving the most assistance from other teachers; 21%, from the principal; and 14% reported receiving assistance from no one. (Table 17) Differences in sources of assistance may be seen by grade levels. Twenty-six percent (26%) of both elementary and middle school teachers reported receiving the most assistance in curriculum and instruction from other teachers; 25% of the high school teachers reported receiving the most assistance from the department chairperson. Twenty-five percent (25%) of elementary and 20% of middle school teachers reported receiving the most assistance from their principals. Only 7% of the high school teachers reported the principal as their main source of assistance. Twenty-four percent (24%) of the high, 16% of the middle, and 11% of the elementary school teachers reported they received assistance in curriculum and instruction from no one. (Table 18)

TABLE 17

MAIN SOURCE OF ASSISTANCE
IN CURRICULUM AND INSTRUCTION

	Frequency	Percent
Other Teachers	310	23%
Principal	279	21%
No One	187	14%
Central Office Administrator	185	14%
Assistant Principal for Instruction	183	14%
Department or Grade Chairperson	124	9%
Other Building Level Leadership	42	3%
Assistant Principal for Administration	21	2%
N =	1331	100%

TABLE 18

MAIN SOURCE OF ASSISTANCE
BY GRADE LEVELS

	Elem.	Mid.	High	Mult.	ALL
Other Teachers	203	57	33	15	308
	26%	26%	14%	20%	23%
Principals	199	43	17	18	277
	25%	20%	8%	25%	21%
No One	88	35	55	7	185
	11%	16%	24%	9%	14%
Central Office Administrator	111	28	26	16	181
	14%	13%	11%	22%	14%
Assistant Principal for Instruction	102	31	35	11	179
	13%	14%	15%	15%	14%
Department or Grade Chairperson	39	18	58	7	122
	5%	8%	25%	9%	9%
Other Building Level Leadership	33	5	3	0	41
	4%	2%	1%	0%	3%
Assistant Principal for Administration	14	3	4	0	21
	2%	1%	2%	0%	2%

Teachers reported their degree of authority to affect seven different school activities.[5] Teachers reported high degrees of personal authority in four professional activities: (1) maintaining class discipline, (2) individual student

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([5]Note: The rating scale ranged from 1 for no authority to 9 for total authority.)

assessment and grading, (3) determining instructional method, and (4) establishing achievement expectations of students. Moderate degrees of authority were reported in determining instructional grouping and curriculum development and change. Teachers reported a low degree of personal authority in determining class size. (Table 19) Differences in degree of teacher authority may be seen by grade levels. In curriculum development and change, elementary teachers reported 4.6; middle school teachers, 5.1; and high school teachers, 5.2. Multiple grade level teachers reported 6.3 in curriculum development and change. In determining instructional grouping, high school teachers reported an average personal authority of 6.9; middle school teachers, 5.8; and elementary school teachers, 5.0. (Table 20)

TABLE 19

AVERAGE TEACHER AUTHORITY

Professional Activity	Average
Maintaining Class Discipline	8.0
Individual Student Assessment and Grading	7.9
Determining Instructional Method	7.6
Establishing Achievement Expectation of Students	7.5
Determining Instructional Grouping	6.4
Curriculum Development and Change	4.9
Determining Class Size	2.1

(Scale: none = 1; total = 9)

TABLE 20

AVERAGE TEACHER AUTHORITY
BY GRADE LEVELS

Professional Activity	Elem.	Mid.	High	Mult.
Maintaining Class Discipline	8.0	8.0	8.0	8.2
Individual Student Assessment and Grading	7.9	8.0	8.1	7.8
Determining Instructional Method	7.4	7.8	8.0	7.8
Establishing Achievement Expectation of Students	7.5	7.6	7.7	7.8
Determining Instructional Grouping	6.9	5.8	5.0	6.9
Curriculum Development and Change	4.6	5.1	5.2	6.3
Determining Class Size	1.8	2.2	2.7	3.3

(Scale: none = 1; total = 9)

The typical Georgia teacher works 49.8 hours per seven-day week on school related activities.[6] Teachers reported spending 51% of their time teaching, 15% preparing for classes, and 10% grading papers. (Table 21) The relative distribution of time did not vary by grade levels. (Table 22) Teachers also reported how they would utilize a gift of ten hours a week. Private preparation of lessons (41%) and in-class or individualized teaching (37%) were selected most frequently. (Table 23)

([6]Note: Average computed from the responses of 1,172 teachers who reported spending between 18 and 80 hours per seven-day week on school related activities.)

TABLE 21

TIME DISTRIBUTION

	Proportion of Time
Classroom Teaching	51%
Preparation for Class	15%
Grading	10%
Routine Administrative Paperwork	7%
Bus, Hall, and Lunchroom Duty	5%
Meetings	4%
Seeing Individual Parents	3%
Supervising Extracurricular or Other Activities	3%
Other	2%
N = 1307	100%

TABLE 22

TIME DISTRIBUTION
BY GRADE LEVELS

	Elem.	Mid.	High	Mult.
Classroom Teaching	52%	50%	47%	47%
Preparation for Class	15%	14%	17%	15%
Grading	11%	11%	10%	8%
Routine Administrative Paperwork	6%	6%	6%	9%
Bus, Hall, and Lunchroom Duty	6%	6%	4%	5%
Meetings	3%	4%	4%	5%
Seeing Individual Parents	3%	3%	2%	3%
Supervising Extracurricular or Other Activities	2%	4%	8%	5%
Other	2%	2%	2%	3%

TABLE 23

UTILIZATION OF GIFT TIME

	Frequency	Percent
Private Preparation of Lessons	542	41%
Individualized Instruction	490	37%
Counseling Students	150	11%
Parent Conferences	57	4%
Public Relations	48	3%
Curriculum Committee	24	2%
School Operations	24	2%
N =	1335	100%

Teachers rank ordered four from a list of eight reputations they would most like to have among their students[7]. Reputations chosen most often by all teachers were students learn a lot in your class, you know your subject, and you are a fair person. Differences may be seen by grade levels. You know your subject received a weighted average of 62 from high school teachers, 52 from middle school teachers, and 47 from elementary school teachers. You are understanding received 30 from middle and elementary school teachers and 19 from high school teachers. A reputation among students as an understanding teacher appears somewhat more important to elementary and middle school teachers than to high school teachers. Teachers also chose knowing that you have communicated with a

([7]Note: Responses were weighted by rank. A ranking of 1 received a weight of 100; 2, 75; 3, 50; and 4, 25. An unranked item received 0.)

student or group of students and that they have learned as their most important source of personal satisfaction. (Tables 24, 25)

TABLE 24

DESIRED REPUTATION BY GRADE LEVELS*

	TOTAL	Elem.	Mid.	High
Students Learn a Lot in Your Class	62	64	61	62
You Know Your Subject	50	47	52	62
You Are a Fair Person	48	47	52	49
You Are Understanding	28	30	30	19
Your Classes Are Enjoyable	25	27	22	20
You Make Your Students Work Hard	15	14	13	19
You Maintain Strict Discipline in Your Class	15	14	16	17
Students Like To Be Around You	6	7	4	4
N=1,292				

*Table reports weighted averages. The range is 0-100; these numbers may be interpreted as percentages.

TABLE 25

MOST IMPORTANT SOURCE OF PERSONAL SATISFACTION

	Frequency	Percent
Knowing That You Have Communicated with a Student or Group of Students and That They Have Learned	1264	94%
Opportunity to Associate with Children and Young People, Whom You Find Refreshing	51	4%
Opportunity Teaching Gives You to Study, Read, and Plan for Classes	16	1%
Opportunity Teaching Offers You to Develop Mastery of Discipline and Classroom Management	13	1%
N =	1344	100%

GEORGIA PRINCIPALS: TEACHERS' PERCEPTIONS

As part of the first two stages of research on school administration in Georgia, the PSC gained an understanding of principals' and superintendents' views of the current and ideal roles of the principal. (PSC, 1983; PSC, 1984) Comparable information was sought in the PSC teacher survey, including how teachers perceive the role and authority of their principals, how teachers rate their principals' administrative proficiencies, and how teachers rate their principals' performance in various school-related activities.

Role of the Principal

Significantly more teachers (61%) perceived the current role of their principals as school manager rather than instructional leader (7%). But for their principals' ideal role, a larger proportion of teachers preferred that principals be school managers (45%) rather than instructional leaders (22%). (Tables 26, 27) Seventy-one percent (71%) of high school teachers perceived their principals' current role as school manager compared with 59% of both elementary and middle school teachers. Teachers' perceptions of the ideal role of their principals did not vary by grade levels. According to geographic region, differences may be seen in the percentage of teachers who perceived their principals' current role as that

of school manager: North, 66%; North Central, 63%; Southeast, 59%; Central, 55%; and Southwest, 54%. Teachers' perceptions of the ideal role of the principal did not vary according to geographic region. (Table 28)

TABLE 26

PERCEPTIONS OF PRINCIPALS' CURRENT ROLE

	Frequency	Percent
School Manager	801	61%
Planner	106	8%
Personnel Leader	102	8%
Instructional Leader	95	7%
Professional Developer	84	6%
Disciplinarian	68	5%
Community Leader	39	3%
Coordinator of Extra-curricular Activities	31	2%
N =	1326	100%

TABLE 27

PERCEPTIONS OF PRINCIPALS' IDEAL ROLE

	Frequency	Percent
School Manager	547	45%
Instructional Leader	266	22%
Professional Developer	157	13%
Personnel Leader	134	11%
Planner	60	5%
Disciplinarian	41	3%
Community Leader	8	1%
Coordinator of Extra-curricular Activities	2	0%
N =	1215	100%

TABLE 28

PERCEPTIONS OF PRINCIPALS' CURRENT ROLE
BY GEOGRAPHIC REGION

	N	NC	C	SW	SE
School Manager	66%	63%	55%	54%	59%
Planner	7%	7%	8%	8%	10%
Personnel Leader	7%	9%	10%	6%	6%
Instructional Leader	5%	6%	8%	11%	8%
Professional Developer	6%	6%	7%	10%	5%
Disciplinarian	4%	4%	6%	6%	6%
Community Leader	2%	3%	3%	3%	4%
Coordinator of Extra-curricular Activities	3%	2%	3%	2%	2%
N =	270	424	269	133	230

Authority of the Principal

In the 1982 and 1983 studies, the PSC asked principals and superintendents to rate principals' authority in selected administrative activities. Teachers also rated the amount of authority they perceived their principals to have in those same activities.[8] They perceived their principals have high levels of authority in (1) evaluating instruction, (2) hiring and retaining staff, (3) determining staffing patterns, (4) allocating resources, (5) determining school policy, and (6) facilitating change. Teachers perceived that their principals have lower average authority in formulating staff development programs, determining school budget, managing federally

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([8]Note: The rating scale ranged from 1 for no authority to 9 for total authority. The same scale was used in the two previous questionnaires.) (PSC, 1983; PSC, 1984)

mandated programs, managing special education programs, and managing vocational programs. (Table 29)

TABLE 29

PERCEPTION OF AVERAGE PRINCIPAL AUTHORITY

	Average
Evaluating Instruction	7.5
Hiring and Retention of Staff	7.3
Determining Staffing Patterns	7.0
Allocating School Resources	6.8
Determining School Policy	6.8
Facilitating Change	6.7
Determining Extracurricular Programs	6.6
Formulating Staff Development Programs	5.8
Determining School Budget	5.7
Managing Federally Mandated Programs	5.2
Managing Special Education Programs	5.1
Managing Vocational Programs	3.8

(Scale: none = 1; total = 9)

Proficiencies/Performance of the Principal

During its deliberations, the Governor's Education Review Commission identified a list of administrative proficiencies all principals should demonstrate for peak effectiveness. This list was presented to teachers in the PSC survey, and they rated their principals in each proficiency. Between 53% and 85% of the responding teachers rated their principals entirely or mostly satisfactory in each proficiency. Principals' proficiencies in (1) handling student discipline, (2) monitoring pupil progress, (3) recognition and reward of success, and (4) effective communication were not rated as entirely or mostly satisfactory by over 30% of responding teachers. (Table 30)

TABLE 30

TEACHERS' RATING OF PRINCIPALS
IN VARIOUS PROFICIENCIES*

	Entirely	Mostly	Equally	Mostly	Entirely	Don't Know
	SATISFIED/DISSATISFIED					
Emphasis on Student Achievement in Basic Skills	52%	33%	11%	2%	1%	1%
Clear Definition of School Policy and Standards	48%	34%	12%	4%	1%	1%
Emphasis on Time on Task	47%	34%	11%	3%	1%	4%
Oral and Written Skills	44%	34%	13%	5%	1%	3%
Maintenance of Orderly School Climate	42%	35%	14%	6%	2%	1%
Delegation of Responsibility	41%	35%	15%	6%	2%	1%
Clarity of Goals and Objectives	38%	37%	16%	6%	2%	1%
Mastery of Content	37%	36%	15%	4%	2%	6%
Leadership	39%	33%	17%	9%	2%	0%
Clarity of Expectations from Students, Teachers, and Parents	36%	36%	19%	6%	2%	1%
Handling Student Discipline	38%	31%	19%	8%	3%	1%
Resource Allocation Commensurate with Objectives	30%	38%	17%	3%	2%	10%
Personnel Evaluation and Provision of Inservice	29%	39%	18%	7%	2%	5%
Recognition and Reward of Success	33%	34%	18%	8%	4%	3%
Identification of Community Needs	30%	37%	17%	5%	1%	10%
Effective Communication	33%	33%	20%	9%	4%	1%
Monitoring Pupil Progress	28%	36%	20%	7%	3%	6%
Effective Teaching Ability	28%	25%	10%	4%	2%	31%

*Ordered by proportion responding entirely or mostly satisfied. (See Appendix E)

In the 1982 and 1983 studies, the PSC asked principals and superintendents to rate principals' performance and professional preparation in various school-related activities. Georgia teachers rated their principals' performance in those same activities. The reader should note that the proportion of teachers who selected "don't know/not applicable" appears high for a number of activities. Over 30% of the responding teachers, however, did not rate their principals entirely or mostly satisfactory in (1) communicating with teachers, (2) supervising instruction, (3) developing curriculum, (4) planning staff development, and (5) teaching or covering classes. Over 70% of the teachers rated their principals entirely or mostly satisfactory in the remaining activities. (Table 31)

TABLE 31

TEACHERS' RATING OF PRINCIPALS' PERFORMANCE IN SELECTED ACTIVITIES*

	Entirely	Mostly	Equally	Mostly	Entirely	Don't Know
	SATISFIED/DISSATISFIED					
Communicating with Parents	41%	37%	13%	5%	2%	2%
Supervising School Building Operations	47%	30%	11%	2%	2%	8%
Developing and Maintaining School Public Relations	38%	35%	15%	6%	2%	4%
Preparing Required School Reports	48%	25%	4%	1%	1%	21%
Managing School Office	45%	36%	11%	5%	1%	2%
Communicating with Students	36%	34%	19%	7%	3%	1%
Evaluating Teachers	29%	41%	14%	8%	2%	6%
Communicating with Teachers	34%	33%	19%	10%	3%	1%
Caring for Health Needs of Students	32%	34%	11%	3%	2%	18%
Preparing School Class Schedule	32%	34%	11%	5%	3%	15%
Supervising Instruction	23%	37%	20%	10%	4%	6%
Preparing Budgets and Proposals for Funding	32%	24%	7%	2%	1%	34%
Monitoring/Evaluating Federal Programs	32%	24%	7%	2%	1%	34%
Supervising Extracurricular Activities	29%	27%	12%	5%	3%	24%
Planning Staff Development	20%	32%	17%	10%	3%	18%
Developing Curriculum	16%	35%	17%	8%	4%	20%
Teaching or Covering Classes	16%	21%	11%	8%	10%	34%

*Ordered by proportion responding entirely or mostly satisfied. (See Appendix E)

TEACHER SATISFACTION: LOCAL, STATE, AND PERSONAL

Local Schools

Teachers indicated their degree of satisfaction with their own schools, with public education in Georgia, and with their current teaching positions. In general, teacher satisfaction with their own schools was high. Teachers expressed the most satisfaction with the quality of teaching staff, the quality of non-teaching staff, and principal cooperation and support. However, teachers expressed less satisfaction with (1) parental involvement, (2) adequacy of school budget, and (3) student academic achievement. Teacher satisfaction tended to decline as grade level increased. In general, high school teachers were less satisfied than middle school teachers, and middle school teachers expressed less satisfaction than elementary school teachers. (Tables 32, 33, 34, 35)

TABLE 32

TEACHER SATISFACTION: THEIR SCHOOLS

	Entirely	Mostly	Equally	Mostly	Entirely
	SATISFIED/DISSATISFIED				
Quality of Teaching Staff	29%	52%	16%	3%	0%
Principal Cooperation and Support	43%	32%	16%	6%	3%
Quality of Non-Teaching Staff	25%	50%	18%	5%	2%
District Office Cooperation	20%	49%	23%	6%	2%
Staff Morale	17%	46%	23%	11%	3%
Student Athletic Performance	16%	47%	28%	6%	3%
Student Academic Achievement	9%	42%	36%	11%	2%
Adequacy of School Budget	11%	32%	29%	21%	7%
Parental Involvement	12%	27%	29%	23%	9%

(See Appendix E)

TABLE 33

TEACHER SATISFACTION: THEIR SCHOOLS
Elementary

	Entirely	Mostly	Equally	Mostly	Entirely
	SATISFIED/DISSATISFIED				
Quality of Teaching Staff	32%	52%	13%	3%	0%
Principal Cooperation and Support	44%	33%	14%	6%	3%
Quality of Non-Teaching Staff	27%	48%	19%	6%	1%
District Office Cooperation	21%	52%	20%	5%	2%
Staff Morale	18%	49%	21%	9%	3%
Student Athletic Performance	16%	48%	27%	6%	3%
Student Academic Achievement	11%	46%	34%	8%	1%
Adequacy of School Budget	11%	36%	28%	19%	6%
Parental Involvement	15%	29%	29%	20%	7%

TABLE 34

TEACHER SATISFACTION: THEIR SCHOOLS
Middle

	Entirely	Mostly	Equally	Mostly	Entirely
	SATISFIED/DISSATISFIED				
Quality of Teaching Staff	29%	50%	19%	1%	0%
Quality of Non-Teaching Staff	28%	51%	16%	4%	1%
Principal Cooperation and Support	42%	34%	15%	7%	3%
District Office Cooperation	22%	50%	22%	5%	3%
Student Athletic Performance	17%	47%	29%	5%	3%
Staff Morale	17%	41%	27%	12%	4%
Student Academic Achievement	7%	36%	40%	15%	3%
Adequacy of School Budget	14%	28%	25%	26%	7%
Parental Involvement	8%	26%	30%	28%	8%

TABLE 35

TEACHER SATISFACTION: THEIR SCHOOLS
High

	Entirely	Mostly	Equally	Mostly	Entirely
	SATISFIED/DISSATISFIED				
Quality of Non-Teaching Staff	17%	56%	18%	7%	2%
Quality of Teaching Staff	19%	53%	22%	6%	0%
Principal Cooperation and Support	41%	29%	21%	8%	2%
District Office Cooperation	15%	43%	31%	9%	2%
Student Athletic Performance	16%	49%	27%	7%	2%
Staff Morale	11%	41%	27%	16%	5%
Student Academic Achievement	6%	34%	39%	18%	3%
Adequacy of School Budget	10%	26%	34%	23%	8%
Parental Involvement	5%	21%	29%	30%	15%

Public Education in Georgia

In general, teachers expressed less satisfaction with public education in Georgia than with their own schools. Although 55% of teachers were satisfied with public education in their systems, only 30% were satisfied with public education in Georgia. Similarly, 30% were satisfied with the level of local spending in education while only 18% were satisfied with the level of State spending. Teachers expressed most satisfaction with their teacher preparation programs, public education in their systems, and teacher certification standards in Georgia. However, teachers were much less satisfied with teacher salary in Georgia and level of State spending in education. (Table 36)

TABLE 36

TEACHER SATISFACTION:
PUBLIC EDUCATION IN GEORGIA

	Entirely	Mostly	Equally	Mostly	Entirely
	SATISFIED/DISSATISFIED				
Their Own Teacher Preparation Program	19%	46%	24%	8%	3%
Public Education in Their System	9%	46%	34%	10%	1%
Teacher Certification Standards in Georgia	11%	41%	29%	13%	6%
Teacher Preparation Programs in Georgia	8%	37%	37%	15%	3%
Teacher Inservice Programs in Georgia	6%	35%	34%	19%	6%
Level of Local Spending in Education	3%	27%	33%	26%	11%
Public Education in Georgia	2%	28%	45%	21%	4%
Level of State Spending in Education	2%	16%	33%	34%	15%
Teacher Salary in Georgia	1%	13%	19%	41%	26%

(See Appendix E)

According to geographic region, differences may be seen in degree of satisfaction with various aspects of public education in Georgia. Teachers in the North (47%) indicated less satisfaction with public education in their systems than did teachers in the Southwest (53%), Central (54%), North Central (58%), and Southeast (58%). More teachers in the Southwest (61%) were satisfied with teacher certification standards than were teachers in the Central (52%), North (52%), North Central (51%), or Southeast (49%) regions. Fewer teachers in the North (31%) were satisfied with teacher inservice programs than were teachers in the Central (43%), Southwest (43%), Southeast (44%), or the North Central (45%) regions. More teachers in the Southwest (40%) were satisfied with the level of local spending than were teachers in the Central (33%), Southeast (31%), North Central (28%), and North (26%). Larger proportions of teachers in the Southwest (44%) and Southeast (38%) expressed satisfaction with public education in Georgia than did teachers in the Central (32%), North (27%), or North Central (21%) regions. Compared to 29% in the Southwest, 21% in the Southeast, 22% in the Central, and 18% in the North, only 11% of the teachers in the North Central region expressed satisfaction with the level of State spending in education. And, a larger proportion of teachers in the Southwest (25%) expressed satisfaction with teacher salary than did teachers in the Central (15%), North (15%), Southeast (13%), or North Central (12%) regions. (Table 37)

TABLE 37

TEACHER SATISFACTION:
PUBLIC EDUCATION IN GEORGIA
BY GEOGRAPHIC REGION

	% Entirely					% Mostly					% Equally					% Mostly					% Entirely				
Aspect	M	NC	C	SW	SE	M	NC	C	SW	SE	M	NC	C	SW	SE	M	NC	C	SW	SE	M	NC	C	SW	SE
Their Teacher Preparation Program	17	21	18	18	19	46	47	47	49	45	24	20	27	25	25	11	9	5	7	7	3	3	3	1	4
Public Education in Their System	7	11	8	9	6	40	47	46	44	52	35	33	32	42	31	15	7	11	5	10	3	2	3	0	2
Teacher Certification Standards in Georgia	8	12	12	15	12	44	39	40	46	37	29	30	28	23	29	14	13	14	12	14	5	6	6	4	8
Teacher Preparation Programs in Georgia	6	7	9	9	12	37	35	38	40	38	37	39	35	37	34	17	15	16	12	12	4	4	2	2	4
Teacher Inservice Programs in Georgia	3	6	8	8	8	28	39	35	35	36	38	33	34	33	34	23	18	17	20	26	9	4	6	4	10
Level of Local Spending in Education	2	3	4	7	4	24	25	29	33	27	36	33	29	30	34	26	27	28	21	26	12	13	11	8	10
Public Education in Georgia	1	1	1	6	3	26	20	32	38	35	50	45	43	43	43	20	28	20	13	16	3	6	5	2	3
Level of State Spending in Education	1	1	1	6	2	17	10	21	23	19	35	21	33	34	38	34	39	32	29	30	13	20	13	8	12
Teacher Salary in Georgia	0	1	1	2	0	15	11	14	23	13	18	14	20	23	22	46	43	39	38	37	21	31	26	15	27

Current Teaching Positions

Teachers reported a high degree of satisfaction with their current teaching positions. Thirty-percent (30%) of responding teachers were entirely satisfied, and more than half (55%) reported they were mostly satisfied. Eleven percent (11%) expressed equal satisfaction and dissatisfaction with their current positions. Fifty-three teachers (4%) were mostly dissatisfied with their teaching positions, but only 3 teachers were entirely dissatisfied. (Table 38)

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TABLE 38

TEACHER SATISFACTION:
CURRENT TEACHING POSITION

	Frequency	Percent
Entirely Satisfied	412	30%
Mostly Satisfied	739	55%
Equally Satisfied/ Dissatisfied	148	11%
Mostly Dissatisfied	53	4%
Entirely Dissatisfied	3	0%
N =	1355	100%

Characteristics of satisfied and dissatisfied teachers were compared, and the following classification scheme was devised. Teachers who were entirely or mostly satisfied in 10 or more of the 19 satisfaction items dealing with their own schools, with public education in Georgia, and with their current teaching positions were classified as satisfied. All other teachers were classified as dissatisfied. This classification found 56.7% of the teachers satisfied and 43.3% dissatisfied. (Table 39) No differences in degree of satisfaction were discovered between male and female teachers. However, white teachers were more dissatisfied than black teachers in every item regarding public education in Georgia. The strongest differences may be seen in satisfaction with public education (black, 44%; white, 26%), satisfaction with teacher inservice programs (black, 57%; white, 37%), satisfaction with teacher preparation programs (black, 60%;

white, 42%), satisfaction with teacher certification standards (black, 61%; white, 50%), and satisfaction with their own teacher preparation program (black, 76%; white, 63%)

TABLE 39

SATISFIED TEACHERS VS DISSATISFIED TEACHERS: SELECTED CHARACTERISTICS

	Satisfied	Dissatisfied
All Teachers	56.7%	43.3%
Average Age	40.3	37.6
Yrs. at Present School	8.2	7.1
Yrs. of Teaching Experience	14.4	12.2

TEACHER POOL:
CAREER PLANS AND COMPENSATION

During 1984, the Gallup Poll organization and Phi Delta Kappa (PDK), Inc., conducted a survey measuring the attitudes of United States teachers toward the public schools. The two-fold purpose of the Gallup/PDK survey was to apprise decision makers of teachers' reactions to a variety of school programs and policies and to establish benchmark measurements of teacher attitudes against which local views about key topics can be compared. Phi Delta Kappa, Inc., encouraged local officials to use the questions in the Gallup/PDK survey for comparative purposes. (Gallup, 1984)

The PSC sought to measure similar attitudes of Georgia teachers and compare those attitudes with the national benchmark. In addition, some of the questions posed in the Gallup/PDK Poll of U.S. teachers were directly related to major issues confronted by the Governor's Education Review Commission in Georgia as it deliberated recommendations to serve as the foundation for the Quality Basic Education Act (QBE). Thus, several questions related to teacher attrition, differential pay for teachers of certain technical subjects, and incentive pay from the Gallup/PDK survey were included in the PSC

Teacher Questionnaire.[9] In general, the opinions of Georgia teachers (January, 1985) closely resemble the opinions of the teachers in the national sample.

Career Plans

Fifty-seven percent (57%) of Georgia respondents indicated they plan to continued teaching in public schools; however, 43% expressed interest in pursuing vocations other than public school teaching. Of these teachers, 25% expressed a desire to leave public school education entirely. Over one-fourth (27%) of responding teachers reported that they plan to continue teaching in public schools for 5 years or less; 21% indicated they plan to teach for another 6 to 10 years. Approximately one-half (52%) reported they plan to continue teaching for 11 or more years. (Tables 40, 41)

([9]Note: In question 25, Georgia teachers were asked to rank order three reasons instead of listing them. In questions 27 through 31, the words "incentive pay" were substituted for the words "merit pay." In question 31, the additional item "committee of teachers and administrators" was added. Otherwise questions 25 through 31 are identical to the Gallup/PDK questions.)

TABLE 40

CAREER GOALS

	Frequency	Percent
Remain a Public School Teacher	764	57%
Assume Other Leadership Position in School	173	13%
Enter a Different Profession	147	11%
Become a Central Office Administrator	64	5%
Become a College Professor	58	4%
Become a Full-Time Homemaker	58	4%
Become a Principal	55	4%
Become a Private School Teacher	11	1%
Seek Public Office	6	1%
N =	1336	100%

TABLE 41

FUTURE TEACHING PLANS

Length of Time	Freq.	Percent	Av. Age	Av. Experience
One Year or Less	76	6%	41.9	16.4
2 - 5 Years	276	21%	42.4	16.6
6 - 10 Years	287	21%	42.0	15.7
11 - 20 Years	476	35%	38.3	12.8
Over 20 Years	232	17%	32.3	7.8
N =	1347	100%		

Differences may be seen according to geographic region in the proportion of teachers who plan to either continue or leave public school teaching. Sixty-five percent (65%) of the teachers in the Southwest indicated they are considering remaining as teachers in comparison to 60% in the North, 59% in the Southeast, and 54% in the North Central and Central regions. (Table 42).

TABLE 42

CAREER GOALS
BY GEOGRAPHIC REGION

	N	NC	C	SW	SE
Remain a Public School Teacher	60%	54%	54%	65%	59%
Assume Other Leadership Position in School	12%	15%	11%	10%	16%
Enter a Different Profession	11%	12%	14%	9%	8%
Become a Central Office Administrator	6%	5%	4%	4%	4%
Become a College Professor	3%	5%	5%	2%	3%
Become a Full-Time Homemaker	3%	4%	5%	4%	5%
Become a Principal	3%	5%	5%	4%	3%
Become a Private School Teacher	1%	0%	1%	2%	1%
Seek Public Office	1%	0%	1%	0%	1%

Some differences in career goals/plans may be seen by demographic characteristics, by grade levels and subject area, by degree of satisfaction, and by geographic region. Two-thirds (66%) of the male teachers and 38% of the female teachers indicated they are considering leaving teaching. The average age of those considering leaving is 37.5 years, and they have 12.5 years of teaching experience. Teachers who plan to remain in the profession are 40.3 years old with 14.3 years of teaching experience. A larger proportion of elementary teachers (64%) indicated they intend to continue as public school teachers than did either middle school (48%) or high school teachers (48%). Teachers considering leaving were consistently less satisfied than those remaining. (Table 43)

TABLE 43

CHARACTERISTICS OF TEACHERS
BY CAREER PLANS

	Considering	
	Remaining	Leaving
Male	34%	66%
Female	62%	38%
Age (Years)	40.3	37.5
Years in Present School	8.6	6.7
Years of Teaching Experience	14.3	12.5
White	58%	42%
Black	54%	46%
Grade Level		
Elementary	64%	36%
Middle	48%	52%
High	48%	52%
Subject Area		
Elementary Education	65%	35%
Mathematics	62%	38%
Foreign Language	61%	39%
English	58%	42%
Science	55%	45%
Special Education	50%	50%
Fine Arts	50%	50%
Social Science	46%	54%
Vocational Education	45%	55%
Physical Education	40%	60%
Other	53%	47%

TABLE 43

CHARACTERISTICS OF TEACHERS
BY CAREER GOALS
(continued)

Degree of Satisfaction

	Considering	
	Remaining	Leaving
Job	92%	76%
Quality of Teaching Staff	85%	75%
Quality of Non-Teaching Staff	80%	70%
Principal Cooperation and Support	80%	69%
District Office Cooperation	73%	64%
Staff Morale	70%	54%
Their Own Preparation Program	67%	64%
Student Athletic Performance	66%	59%
Public Education in Their System	61%	46%
Teacher Certification Standards in Georgia	57%	47%
Student Academic Achievement	53%	48%
Teacher Preparation Programs in Georgia	50%	39%
Adequacy of School Budget	48%	39%
Teacher Inservice Programs in Georgia	46%	35%
Parental Involvement	42%	36%
Level of Local Spending	35%	24%
Public Education in Georgia	35%	23%
Level of State Spending in Education	21%	14%
Teacher Salary in Georgia	17%	12%

U.S. teachers responding to the Gallup/PDK survey cited three main reasons teachers leave the profession: (1) low teacher salaries (87%), (2) discipline problems in schools (46%), and (3) low standing of teaching as a profession (38%). Georgia teachers responding to the same question in the PSC survey concurred, citing the same three main reasons for teacher attrition--(1) low teacher salaries (83%), (2) discipline problems in schools (55%), and (3) low standing of

teaching as a profession (34%). In addition, Georgia teachers and teachers in the national sample agreed that the fourth most prevalent reason teachers leave the profession is that "students are unmotivated, uninterested in school." (Gallup, 1984) (Table 44)

TABLE 44

REASONS TEACHERS LEAVE THE PROFESSION

	Ranking			
	1st	2nd	3rd	Total
Low Teacher Salaries	59%	13%	11%	83%
Discipline Problems in Schools	13%	26%	16%	55%
Low Standing of Teaching as a Profession	6%	12%	16%	34%
Students are Unmotivated, Uninterested in School	6%	11%	12%	29%
Outstanding Teacher Performance Goes Unrewarded	6%	9%	11%	26%
Parents Don't Support Teachers	3%	10%	11%	24%
Lack of Public Financial Support for Education	3%	9%	10%	22%
Difficulty of Advancement	1%	6%	7%	14%
Parents Not Interested in Children's Progress	2%	4%	7%	13%
N=1,294				

(PSC, 1985)

Differences may be seen by grade levels in three of the reasons cited for teacher attrition.[10] Low teacher salaries received a weighted average of 74 from elementary teachers, 72 from high school teachers, and 63 from middle school teachers.

([10]Note: Responses were weighted by rank. A ranking of 1 received a weight of 100; 2, 67; 3,33; and an unranked reason, 0.)

Discipline problems received 39 from middle school teachers, 37 from elementary school teachers, and 27 from high school teachers. Lack of student motivation received a weighted average of 27 from high school teachers, 20 from middle school teachers, and only 15 from elementary school teachers. (Table 45) Differences may also be seen by geographic region; responses varied markedly for two items. Discipline problems received the following weighted averages: Central, 42; Southwest and Southeast, 39; North Central, 32; and North 30. Low standing of teaching was weighted as follows: North Central, 24; North, 22; Southeast, 18; Central, 14; and Southwest, 11. (Table 46)

TABLE 45

REASONS TEACHERS LEAVE THE PROFESSION
BY GRADE LEVELS*

Reason	ALL	Elem.	Mid.	High
Low Teacher Salaries	71	74	63	72
Discipline Problems in Schools	35	37	39	27
Low Standing of Teaching as a Profession	19	18	19	21
Students are Unmotivated, Uninterested in School	18	15	20	27
Outstanding Teacher Performance Goes Unrewarded	16	15	18	16
Parents Don't Support Teachers	13	15	12	8
Lack of Public Financial Support for Education	13	13	13	12
Difficulty of Advancement	7	6	6	10
Parents Not Interested in Children's Progress	7	6	10	7
(N=1282)				

*Table reports weighted averages. The range is 0-100; these numbers may be interpreted as percentages. (PSC, 1985)

TABLE 46

REASONS TEACHERS LEAVE THE PROFESSION
BY GEOGRAPHIC REGION*

	N	NC	C	SW	SE
Low Teacher Salaries	72	73	70	69	70
Discipline Problems in Schools	30	32	42	39	39
Low Standing of Teaching as a Profession	22	24	14	11	18
Students are Unmotivated, Uninterested in School	20	18	18	14	18
Outstanding Teacher Performance Goes Unrewarded	14	16	17	21	14
Parents Don't Support Teachers	13	13	12	17	13
Lack of Public Financial Support for Education	14	12	13	10	14
Parents Not Interested in Children's Progress	7	8	7	10	6
Difficulty of Advancement	9	6	6	8	8

N=1,301

*Weighted average proportions. (PSC, 1985)

Reward/Compensation

When the Gallup organization asked the nation's teachers if more pay should be given to teachers in areas of critical national need, such as science, mathematics, and vocational/technical subjects, three-fourths of U.S. teachers opposed such a measure. (Gallup, 1984) In the comparable PSC survey question, 69% of Georgia teacher respondents opposed the measure; 22% favored it. The Gallup/PDK survey revealed that American teachers oppose merit pay by a ratio of 2:1, 64% to 32%. According to Gallup, this ratio was consistent across all major teacher population subgroups. (Gallup, 1984) In

Georgia, 56% of the surveyed teachers opposed incentive pay while 36% favored it. (Table 47)

TABLE 47

TEACHER OPINIONS

	Differential Pay		Incentive Pay	
	Frequency	Percent	Frequency	Percent
Oppose	934	69%	754	56%
Favor	296	22%	488	36%
No Opinion	116	9%	105	8%
N =	1346	100%	1347	100%

(PSC, 1985)

Georgia teacher opinions about incentive pay varied by membership in selected professional organizations. Forty-five percent (45%) of the teachers who were not members of any of the given organizations favored incentive pay. Incentive pay was favored by 44% of the teachers reporting membership in PAGE. For members of GVA and GFT/AFT, the percentages were 42% and 41%, respectively. Of those teachers who reported membership in GAE/NEA, 34% favored incentive pay. (Table 48)

TABLE 48

ATTITUDES TOWARD INCENTIVE PAY
BY PROFESSIONAL ORGANIZATION MEMBERSHIP

	GAE/ NEA	PAGE	GFT/ AFT	GVA	None of These
Oppose	66%	56%	59%	58%	55%
Favor	34%	44%	41%	42%	45%
N =	610	218	22	12	349

(PSC, 1985)

Twenty-three percent (23%) of the U.S. teachers opposed merit pay because it would be difficult to give a fair evaluation of teaching. (Gallup, 1984) Similarly, 28% of Georgia teachers opposed incentive pay because teaching "can't be measure objectively," and 16% stated it was "difficult to give a fair evaluation." Of the teachers in the national sample who favored merit pay, 25% stated their reason was a belief that good teachers would be rewarded. (Gallup, 1984) In the PSC survey, 28% of Georgia teachers expressed the same reason for favoring incentive pay. (Tables 49, 50)

TABLE 49

REASONS FOR OPPOSING INCENTIVE PAY

	Frequency	Percent	ALL
Can't Be Measured Objectively	338	44%	28%
Difficult to Give a Fair Evaluation	196	26%	16%
Would Create Problems/ Morale Problems	140	18%	11%
Political Problems	38	5%	3%
Administrators Can't Evaluate Fairly	32	4%	3%
Other	18	3%	2%
N =	762	100%	63%

(PSC, 1985)

TABLE 50

REASONS FOR FAVORING INCENTIVE PAY

	Frequency	Percent	ALL
Good Teachers Would Be Rewarded	347	74%	28%
Children Would Benefit	89	19%	7%
Other	29	7%	2%
N =	465	100%	37%

(PSC, 1985)

In both the Gallup/PDK (1984) and the PSC (1985) surveys, although respondents tended to oppose merit/incentive pay, a large majority stated that some teachers in their own schools warrant merit/incentive pay. Nationally, 76% of all teachers indicated that some teachers in their schools warrant merit pay. (Gallup, 1984) Georgia teachers responded to a similar

question regarding incentive pay. Sixty-nine percent (69%) of Georgia teachers responded that some of their colleagues were sufficiently outstanding to warrant incentive pay. While 14% expressed no opinion, 17% of Georgia teachers stated that no teachers in their schools warrant incentive pay. (Table 51; Figure XII)

TABLE 51

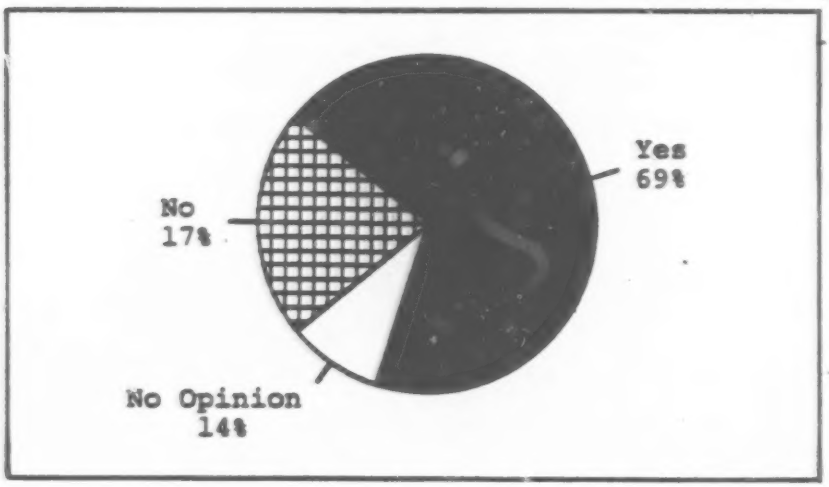
DO SOME TEACHERS WARRANT INCENTIVE PAY?

Response	Frequency	Percent
Yes	930	69%
No	235	17%
No Opinion	184	14%
N =	1349	100%

(PSC, 1985)

FIGURE XII

DO SOME TEACHERS WARRANT INCENTIVE PAY?



In both the Gallup/PDK (1984) and PSC (1985) surveys, teachers who favored merit/incentive pay were also asked to indicate what percentage of teachers they felt warrant it. In the Gallup/PDK survey, 53% of U.S. teachers who favored merit pay stated that fewer than 30% of their colleagues warrant it. (Gallup, 1984). In the PSC survey, 62% of respondents who felt some teachers warrant incentive pay stated that fewer than 30% of the teachers in their own schools actually deserve incentive pay. (Table 52) According to geographic region, differences may be seen in the reported proportion of teachers warranting incentive pay. In the North Central and Southwest regions, 44% of the respondents stated that 30% or more of their colleagues warrant incentive pay. Thirty six percent (36%) in the Central, 35% in the North, and 30% in the Southeast also reported that 30% or more of their colleagues warrant incentive pay.

TABLE 52

PROPORTION OF TEACHERS
WHO WARRANT INCENTIVE PAY

Proportion	Frequency	Percent
Under 10%	194	21%
10% - 19%	227	24%
20% - 29%	158	17%
30% - 59%	214	23%
60% - 99%	146	15%
N=	939	100%

(PSC, 1985)

Finally, Georgia teachers were asked to assume that their own schools had adopted an incentive pay plan; as in the Gallup/PDK survey (1984), Georgia teachers were asked their opinions concerning who should determine which teachers are given incentive increases. In the Gallup/PDK survey, the majority of U.S. teachers voted that a committee of teachers should determine which teachers are awarded merit increases. (Gallup, 1984) Although Gallup/PDK had not included administrators in the item "committee of teachers," the PSC teacher survey added administrators to the "committee of teachers" item. This amended item was the choice of 40% of Georgia respondents. In the Gallup/PDK survey, the second most frequently mentioned decision maker was the "school principal," followed by a "committee of outside educators." (Gallup, 1984) Thirteen percent (13%) of responding Georgia teachers, however, were of the opinion that "no one was qualified" to determine which teachers should be awarded incentive pay. Ten percent (10%) of Georgia teachers chose "committee of outside educators," and only 10% stated that their "school principal" should determine incentive increases. Compared to 3% in the national survey, a larger group of Georgia teachers (19%) stated "don't know." (Table 53)

TABLE 53

WHO SHOULD DETERMINE INCENTIVE PAY?

Response	Frequency	Percent
Committee of Teachers and Administrators	529	40%
None Qualified	173	13%
Committee of Outside Educators	139	10%
School Principal	131	10%
Committee of Teachers	74	6%
Other	32	2%
Students	4	0%
Parents	2	0%
Don't Know	250	19%
N =	1334	100%

(PSC, 1985)

TEACHERS' PERCEPTIONS: PROBLEMS AND ISSUES

Georgia teachers also provided their own perspectives on the biggest problems and issues which the public schools in their communities face.[11] Nearly one-half (48%) saw lack of community and parental support as the most serious problem. Parental apathy (74%) dominated the responses for this category. Lack of community support received 18% of these responses. Over a third (37%) viewed discipline/apathy as the second major problem. In this category the responses were dominated by student discipline (45%) and student apathy (43%). However, drugs, absenteeism, dropout rate, violence, and teenage pregnancy were mentioned infrequently. About a fourth (24%) of the teachers mentioned funding related problems--the third largest area. Inadequate funding (42%) and inadequate salaries (27%) were cited most frequently, and local funding made up a fifth (21%) of the responses.

Nearly a fifth (18%) reported problems in the area of inadequate resources, supplies, and facilities. Dominant responses mentioned were high pupil-teacher ratio, inadequate

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([11]Note: In an open-ended question, of 1,359 respondents, 1,245 (91.6%) identified a total of 3,246 significant problems and issues. On an average, each teacher identified 3 major problems; the various problems/issues were categorized, resulting in 14 major topic areas. Percentages in tables total more than 100% because of multiple responses.)

supplies, overcrowded schools, lack of proper facilities, and lack of personnel. About one-seventh of the teachers (14%) listed socioeconomic issues. Societal values, socioeconomic status, family problems, and single-parent households were mentioned most frequently in this category. Over one-tenth (12%) cited problems related to lack of leadership and poor public relations. Another one-tenth (11%) of the teachers also listed problems related to federal, state, and local policies. The bulk of these responses were local board policies, standardized tests, and integration. Eleven percent (11%) cited issues in the area of curriculum and instruction. Of these responses, almost three-fourths cited curriculum. Others mentioned were emphasis on athletics, special education implementation, tracking, curriculum experimentation, emphasis on vocational education, and career guidance. Teacher quality and misassignment were cited by over 11% of the teachers with the bulk of the responses being overburdened teachers and teacher quality. Other responses in this category included inadequate preservice, teacher misassignment, and inadequate staff development. Teacher evaluation, selection, and retention; teacher attitudes; student academic achievement; political and legal problems; and other miscellaneous problems were reported by teachers as well... (Table 54)

The 1984 Gallup/PDK survey of teachers revealed similar findings; i.e., U.S. teachers (31%) also viewed the biggest local school problem as parents' lack of interest and support.

The next most frequently mentioned problems--cited by about one U.S. teacher in five--were lack of proper financial support (21%), lack of interest and truancy on the part of pupils (20%), and lack of discipline (19%).

Differences may be seen by grade levels in two of the problems cited by Georgia teachers. More high school teachers cited discipline as a problem which their local community must address than did middle or elementary school teachers. Funding related problems were cited by nearly a third of the high school teachers compared to a fifth of the elementary and middle school teachers. (Table 55)

In the national survey, although responses were fairly consistent across grade levels, more elementary school teachers (35%) mentioned parents' lack of interest than did high school teachers (26%). However, 23% of high school teachers mentioned pupils' lack of interest or their truancy, while only 17% of elementary teachers did so. (Gallup, 1984)

According to geographic region, differences may be seen in the percentages of Georgia teachers citing funding related problems. More teachers in the North (32%) cited problems related to funding than did teachers in the North Central (23%), Central (22%), Southwest (22%), or Southeast (21%) regions. (Table 56)

TABLE 54

MAJOR PROBLEMS CONFRONTING
THE PUBLIC SCHOOLS*

	Frequency	Percent
Lack of Community/Parental Support	645	48%
Discipline Related Problems	504	37%
Funding Related Problems	329	24%
Inadequate Resources, Supplies, and Facilities	239	18%
Socioeconomic Problems	195	14%
Lack of Leadership	167	12%
Federal, State, and Local Policies	150	11%
Curriculum and Instructional Problems	146	11%
Teacher Quality and Misassignment	144	11%
Teacher Evaluation, Selection, and Retention	81	6%
Teacher Attitudes	76	6%
Student Academic Achievement	65	5%
Political and Legal Problems	31	2%
Other Problems	43	3%
N=1,359		

*Proportions add up to more than 100% because of multiple responses.

TABLE 55

MAJOR PROBLEMS CONFRONTING
THE PUBLIC SCHOOLS
BY GRADE LEVELS

	Elem.	Mid.	High
Lack of Community/Parental Support	47%	47%	49%
Discipline Related Problems	32%	42%	46%
Funding Related Problems	23%	20%	31%
Inadequate Resources, Supplies, and Facilities	20%	16%	13%
Socioeconomic Problems	15%	14%	11%
Lack of Leadership	13%	10%	13%
Federal, State, and Local Policies	12%	10%	11%
Curriculum and Instructional Problems	10%	13%	13%
Teacher Quality and Misassignment	12%	9%	9%
Teacher Evaluation, Selection, and Retention	5%	9%	7%
Teacher Attitudes	5%	3%	7%
Student Academic Achievement	6%	5%	1%
Political and Legal Problems	3%	2%	2%
Other Problems	3%	2%	3%
N=1,334			

*Proportions add up to more than 100% because of multiple responses.

TABLE 56

MAJOR PROBLEMS CONFRONTING
THE PUBLIC SCHOOLS
BY GEOGRAPHIC REGION

	N	NC	C	SW	SE
Lack of Community/Parental Support	48%	45%	49%	53%	45%
Discipline Related Problems	34%	38%	42%	36%	34%
Funding Related Problems	32%	23%	22%	22%	21%
Inadequate Resources, Supplies, and Facilities	18%	20%	17%	11%	18%
Socioeconomic Problems	14%	18%	11%	14%	14%
Lack of Leadership	15%	11%	14%	9%	12%
Federal, State, and Local Policies	11%	10%	13%	10%	11%
Curriculum and Instructional Problems	10%	12%	8%	15%	10%
Teacher Quality and Misassignment	11%	11%	14%	6%	8%
Teacher Evaluation, Selection, and Retention	8%	6%	6%	4%	6%
Teacher Attitudes	7%	5%	6%	8%	4%
Student Academic Achievement	3%	5%	6%	5%	6%
Political and Legal Problems	4%	0%	2%	3%	4%
Other Problems	6%	3%	3%	3%	2%
N=1,354					

*Proportions add up to more than 100% because of multiple responses.

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APPENDIX A

DESIGN OF THE STUDY

The Teacher Questionnaire was designed after an in-depth review of the literature and after consultation with practicing teachers and school administrators both in Georgia and nationally. The central objective of the survey was to scientifically collect data that accurately reflect the views, status, and experience of teachers; at the same time, it was necessary to develop an instrument similar to the previous administrator polls to allow comparisons of the results. A pilot survey instrument was field-tested among 20 public school teachers; the revised final instrument consisted of 32 questions.[1] (Appendix B)

The teacher survey methodology was designed to correspond to the principal sample as follows: (1) the teacher sample was selected from the same schools as the principal survey sample, (2) two teachers from each principal's school were selected[2], and (3) a random numbers table was used to select these two teachers.

([1]Note: Questions 1-31, closed-ended; question 32, open-ended. Code numbers for follow-up included individual school codes. Respondents were, however, promised and provided confidentiality.)

([2]Note: The expected return rate on most mail surveys is 50%. In an attempt to ensure that all 1,000 schools were represented in the teacher survey, two teachers from each school received questionnaires.)

At the time of the teacher survey (January, 1985), 63 schools from the previous principal sample had been closed and/or consolidated; therefore, 937 of the 1,000 schools formed the present sample. Thus, on January 14, 1985, questionnaires were mailed to 1,874 teachers (a roster was provided by the Georgia Department of Education). This questionnaire packet included endorsements from Governor Joe Frank Harris, State Superintendent of Schools Charles McDaniel, and Commission Chairman Louise Radloff. (Appendix C) Three weeks later, a follow-up was mailed to 873 non-respondent teachers to encourage response; a final follow-up was forwarded two weeks later to 326 teachers. By March 15, 1985, 1,359 usable completed questionnaires, representing a 73% return-rate, had been received. Usable questionnaires represent 873 or 93% of the 937 schools surveyed. The individual returns were tallied by computer[3] to obtain frequency distributions; in addition, the data were analyzed by grade levels, by geographic region, and by superintendent selection method. Differences of ten or more percentage points have been reported[4]. The objective of the Commission was to describe; therefore, no hypotheses were formulated or tested. The last question in the Teacher

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([3]Note: Statistical Packages for the Social Sciences, version 10 (SPSS-X) was used.)

([4]Note: Column totals may not always equal 100 due to rounding.)

Questionnaire was open-ended. For the final, open-ended question, a seventy-two item coding scheme (Appendix D) was adopted. The index of inter-coder agreement was high (.85).

APPENDIX B

Code No._____ 1-8

TEACHER QUESTIONNAIRE

Instructions: Please read each question entirely before responding. There are no right or wrong answers; therefore, please select your responses as they apply only to you in your position. Validity and reliability of this study depend upon the candidness and completeness of your responses. Please CIRCLE the appropriate NUMBER or WRITE IN your answer for each question in INK. Thank you.

FOR PSC USE ONLY

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1. Please indicate the following:

a) Your age: _____ years 9-10

b) Your sex: (1) Male (2) Female 11

c) Your race: (1) White (2) Black (3) Hispanic (4) Other 12

d) Years at present school: _____ years 13-14

e) Years in teaching profession: _____ years 15-16

f) Highest academic degree obtained:
(1) Bachelor's (2) Master's
(3) Specialist's (4) Doctorate 17

g) Grade level at which you teach:
(1) Elementary (2) Middle/Jr. High (3) High
(4) Multiple levels 18

h) Whether T-4 certificate obtained before or after obtaining a teaching position:
(1) Before (2) After (9) T-4 not yet obtained 19

i) Whether position tenured or non-tenured:
(1) Tenured (2) Non-tenured 20

j) Subject area of expertise: (Please CIRCLE ONE)

(01) English (06) Fine Arts
(02) Science (07) Special Education
(03) Mathematics (08) Elementary Education 21-22
(04) Social Science (09) Health/Physical Educ..
(05) Language (Foreign) (10) Vocational/Technical Ed.
(11) Other _____

k) Teaching in-field:
(1) Yes (2) No 23

l) Member of any of the following professional organizations:
(1) GAE/NEA (2) PAGE (3) AFT
(4) GVA (9) None of these 24

2. Where did you complete the major portion of your undergraduate training?

(1) Within Georgia
(2) Outside Georgia 25

3. Where did you complete the major portion of your graduate training?

(1) Within Georgia
(2) Outside Georgia
(9) Not applicable 26

4. When did you first consider teaching as a career?

(1) Before high school
(2) During high school
(3) During the first 2 years in college
(4) During the last 2 years in college
(5) After college graduation
(6) Other _____ 27

5. Was teaching your first choice as a career?

(1) Yes (2) No 28

6. What was your main reason for becoming a teacher? (Please CIRCLE ONE)

(01) Prestige
(02) Love of children
(03) Ample vacation time
(04) Secure source of income
(05) Encouragement of others 29-30
(06) Love of teaching profession
(07) No alternative form of employment
(08) Desire to improve service in education
(09) Ability to coordinate well with family life
(10) Other

7. Some schools are operated like a business where individual responsibility and lines of authority are clear and sharply stated. Other schools are organized such that relationships among members of the staff tend toward equality rather than differences in authority. How is your school operated?

(1) Like an organization tending toward staff equality
(2) Like an organization with staff hierarchy and clear lines of authority 31

8. Some school systems emphasize board policy and efficiency with numerous rules and a definite system of authority. Other school systems, believing that such rules may hamper creativity, emphasize freedom for members of their professional staff. In your opinion, what is the main emphasis in your school system? (Please CIRCLE ONE)

(1) Creativity through freedom for members of the professional staff is clearly emphasized.

(2) There is more emphasis on creativity than on board policy and efficiency.

(3) The two emphases are evenly mixed. 32

(4) There is more emphasis on board policy and efficiency than on creativity.

(5) Board policy and efficiency through rules and authority are clearly emphasized.

9. Teachers may receive assistance in curriculum and instruction from a variety of sources. In your school who provides you with the most assistance? (Please CIRCLE ONE)

(1) Central Office Administrators
(2) Principal
(3) Assistant Principal for Administration
(4) Assistant Principal for Instruction/Curriculum Director 33
(5) Department or grade chairperson
(6) Other building-level leadership
(7) Other teachers in the school
(8) No one provides much assistance

10. In your classes, how much authority do you feel you have to affect the following activities? (Please WRITE IN the most appropriate number from the following scale.)

9 8 7 6 5 4 3 2 1
Total--+------+------+------+------+------+------+---None

Activity

Determining class size	._____ 34
Maintaining class discipline	._____ 35
Determining instructional method	._____ 36
Curriculum development and change.	._____ 37
Determining instructional grouping	._____ 38
Individual student assessment and grading . . .	._____ 39
Establishing achievement expectation of students.	._____ 40

11. Please RANK ORDER FOUR of the following sentences as they best describe the reputation you would most like to have among your students. (Rank only FOUR.)

You know your subject . . . . . ._____	41
You are understanding . . . . . ._____	42
You make your students work hard . . . . . ._____	43
You are a fair person . . . . . ._____	44
Students learn a lot in your class. . . . . ._____	45
Your classes are enjoyable . . . . . ._____	46
Students like to be around you . . . . . ._____	47
You maintain strict discipline in your class . ._____	48

12. Please indicate how many hours per 7-day week you spend at each of the following activities:

Classroom teaching . . . . . ._____hrs.	49-50
Preparation for class . . . . . ._____hrs.	51-52
Grading. . . . . ._____hrs.	53-54
Routine administrative paper work . . . . ._____hrs.	55-56
Seeing individual parents. . . . . ._____hrs.	57-58
Bus, hall, and lunchroom duty . . . . . ._____hrs.	59-60
Supervising extracurricular or other such activities . . . . . ._____hrs.	61-62
Meetings of one kind or another. . . . . ._____hrs.	63-64
Other . . . . . ._____hrs.	65-66

13. If you were to receive a gift of ten hours a week with the provision that it be spent on work, where would you choose to spend that time? (Please CIRCLE ONE.)

(1) Public relations
(2) School operations
(3) Parent conferences 67
(4) Counseling students
(5) Curriculum committee
(6) Private preparation of lessons
(7) In-class or individualized teaching

14. Which of the following is the most important source of satisfaction for you as a teacher? (Please CIRCLE ONE.)

(1) Opportunity teaching gives you to study, read, and plan for classes
(2) Opportunity teaching offers you to develop mastery of discipline and classroom management 68
(3) Knowing that you have communicated with a student or group of students and that they have learned
(4) Opportunity to associate with children and young people, whom you find refreshing

15. Between September 1982 and now, has there been a change of principals at your school?

(1) Yes (2) No 69

16. The following is a list of roles that principals typically perform. Which of these roles best describes your present principal? (Please CIRCLE ONE.)

(1) Planner
(2) School manager
(3) Disciplinarian
(4) Community leader 70
(5) Personnel leader
(6) Instructional leader
(7) Professional developer
(8) Coordinator of extra-curricular activities

17. In your opinion, what should be the ideal role of the principal? (Please WRITE IN the appropriate number from the roles listed above.)

_____ 71

18. The following is a list of activities in which principals frequently engage. How would you rate your principal's performance in each activity? Please WRITE IN your response according to the following scale: (1) Entirely satisfactory (2) Mostly satisfactory (3) Equally satisfactory and unsatisfactory (4) Mostly unsatisfactory (5) Entirely unsatisfactory (9) Don't know/Not applicable.

(a) Evaluating teachers . . . . . ._____ 72
(b) Developing curriculum. . . . . ._____ 73
(c) Managing school office . . . . . ._____ 74
(d) Supervising instruction . . . . . ._____ 75
(e) Planning staff development . . . . . ._____ 76
(f) Communicating with parents . . . . . ._____ 77
(g) Communicating with teachers. . . . . ._____ 78
(h) Communicating with students. . . . . ._____ 79
(i) Teaching or covering classes . . . . . ._____ 80
(j) Preparing school class schedule . . . . . ._____ 81
(k) Preparing required school reports. . . . . ._____ 82
(l) Supervising extra-class activities . . . . . ._____ 83
(m) Caring for health needs of students . . . . . ._____ 84
(n) Monitoring/Evaluating federal programs . . . . ._____ 85
(o) Supervising school building operations . . . . ._____ 86
(p) Preparing budgets and proposals for funding . . ._____ 87
(q) Developing & maintaining school public relations._____ 88

19. In your school how much authority do you perceive your principal has to affect the following activities? (Please WRITE IN the most appropriate number from the following scale.)

9 Total	8	7	6	5	4	3	2	1 None	
Activity									
Facilitating change								._____	89
Determining staffing patterns								._____	90
Hiring and retention of staff								._____	91
Determining school budget								._____	92
Allocating school resources.								._____	93
Determining school policy								._____	94
Evaluating instruction								._____	95
Formulating staff development programs								._____	96
Determining extra-curricular programs								._____	97
Managing special education programs								._____	98
Managing vocational programs								._____	99
Managing federally mandated programs.								._____	100

20. How would you rate your principal in each of the following proficiency areas? Please WRITE IN your response according to the following scale: (1) Entirely satisfactory (2) Mostly satisfactory (3) Equally satisfactory and unsatisfactory (4) Mostly unsatisfactory (5) Entirely unsatisfactory (9) Don't know.

(a)	Leadership	._____	101
(b)	Mastery of content.	._____	102
(c)	Effective communication	._____	103
(d)	Oral and written skills	._____	104
(e)	Emphasis on time on task	._____	105
(f)	Monitoring pupil progress	._____	106
(g)	Effective teaching ability	._____	107
(h)	Handling student discipline.	._____	108
(i)	Delegation of responsibility	._____	109
(j)	Clarity of goals and objectives	._____	110
(k)	Identification of community needs.	._____	111
(l)	Recognition and reward of success.	._____	112
(m)	Maintenance of orderly school climate	._____	113
(n)	Personnel evaluation and provision of inservice	._____	114
(o)	Clear definition of school policy and standards	._____	115
(p)	Emphasis on student achievement in basic skills	._____	116
(q)	Resource allocation commensurate with objectives.	._____	117
(r)	Clarity of expectations from students, teachers, and parents	._____	118

21. Please WRITE IN your level of satisfaction with each of the following activities at your school according to the following scale: (1) Entirely satisfied (2) Mostly satisfied (3) Equally satisfied and dissatisfied (4) Mostly dissatisfied (5) Entirely dissatisfied.

(a)	Your job . . . . . ._____	119
(b)	Staff morale . . . . . ._____	120
(c)	Parental involvement . . . . . ._____	121
(d)	Adequacy of school budget. . . . . ._____	122
(e)	Quality of teaching staff. . . . . ._____	123
(f)	District office cooperation . . . . . ._____	124
(g)	Student academic achievement. . . . . ._____	125
(h)	Student athletic performance. . . . . ._____	126
(i)	Quality of non-teaching staff . . . . . ._____	127
(j)	Principal cooperation and support . . . . ._____	128

22. According to the same scale, please WRITE IN your level of satisfaction with the following:

(a)	Teacher salary in Georgia. . . . . ._____	129
(b)	Public education in Georgia . . . . . ._____	130
(c)	Public education in your system. . . . . ._____	131
(d)	Your teacher preparation program . . . . . ._____	132
(e)	Level of State spending in education . . . . ._____	133
(f)	Level of local spending in education . . . . ._____	134
(g)	Teacher inservice programs in Georgia. . . . ._____	135
(h)	Teacher preparation programs in Georgia . . . ._____	136
(i)	Teacher certification standards in Georgia . ._____	137

23. How much longer do you plan to continue teaching in Georgia's public schools? (Please CIRCLE ONE.)

(1) One year or less
(2) 2-5 years
(3) 6-10 years
(4) 11-20 years
(5) over 20 years

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24. Which of the following best describes your career goals? (Please CIRCLE ONE.)

(1) Become a principal
(2) Seek public office
(3) Become a college professor
(4) Become a full-time homemaker
(5) Remain a public school teacher
(6) Become a private school teacher
(7) Enter into a different profession
(8) Become a central office administrator
(9) Assume other leadership position in school

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25. Many public school teachers are leaving the classroom. Here are some reasons that are sometimes given. Which THREE of these do you think are the main reasons why teachers are leaving their jobs? (Please RANK ORDER THREE)

Outstanding teacher performance goes unrewarded . .	.____ 140
Parents are not interested in children's progress.	.____ 141
Low standing of teaching as a profession.	.____ 142
Students are unmotivated, uninterested in school .	.____ 143
Lack of public financial support for education. .	.____ 144
Parents don't support the teachers.	.____ 145
Low teacher salaries	.____ 146
Discipline problems in schools	.____ 147
Difficulty of advancement.	.____ 148

26. Today there is a shortage of teachers in science, math, technical subjects, and vocational subjects. If your local schools needed teachers in these subjects, would you favor or oppose paying them higher wages than teachers of other subjects?

(1) Favor
(2) Oppose 149
(9) No opinion

27. How do you, yourself, feel about the idea of incentive pay for teachers? In general, do you favor or oppose it?

(1) Favor
(2) Oppose 150
(9) No Opinion

28. Why do you favor/oppose incentive pay for teachers? (Please CIRCLE ONLY ONE)

If you Oppose:

(1) Political problems
(2) Can't be objectively measured
(3) Difficult to give a fair evaluation
(5) Administrators can't evaluate fairly
(4) Would create problems/morale problems
(6) Other 151

If you Favor:

(8) Children would benefit
(7) Good teachers would be rewarded
(9) Other

29. Aside from whether you favor or oppose incentive pay, do you feel there are any teachers in the school where you teach who are sufficiently outstanding to warrant incentive pay, or not?

(1) Yes
(2) No 152
(9) No opinion

30. (Answer if you circled YES for Q. 29) What percentage of teachers do you feel warrant incentive pay? (Please CIRCLE ONE)

(1) Under 10%
(2) 10% to 19%
(3) 20% to 29% 153
(4) 30% to 59%
(5) 60% to 99%

31. Suppose that your own school were to adopt the incentive pay plan. Who, in your opinion, should determine which teachers should be given incentive increases? (Please CIRCLE ONE)

(1) Parents
(2) Students
(3) School principal
(4) Committee of teachers
(5) Committee of outside educators 154
(6) Committee of teachers and administrators
(7) Other
(8) No one qualified
(9) Don't know

32. What do you think are the biggest problems with which the public schools in your community must deal?

_____

_____

_____

_____

_____

THANK YOU VERY MUCH!!

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APPENDIX C

STATE OF GEORGIA

OFFICE OF THE GOVERNOR

ATLANTA 30334

Joe Frank Harris
GOVERNOR

January 11, 1985

Dear Teacher:

All Georgians are vitally interested in a quality education for our students. As we work to increase that quality, effective application of leadership and management skills is vital.

Principals play an important role in determining the quality of education provided within our schools. Your input in clarifying effective leadership skills for principals can have a strong influence upon the quality of education in our State.

The accompanying questionnaire is an important step in increasing that clarification.

We encourage you to participate in this project and return the enclosed questionnaire.

Joe Frank Harris
Governor of Georgia

Charles McDaniel
State Superintendent
of Schools

Professional Standards Commission

1645 Tullie Circle NE, Suite 105 • Atlanta, Georgia 30329 • (404) 656-2535

January 11, 1985

Susann R. Harrison
Executive Secretary

Commission

Louise Radloff
Chairman

Nancy R. Beasley
Mary Collins
Guy H. Davis
Sherman R. Day
Anne Flowers
Carl E. Franklin
Louis E. Harper
Alice Klemmetsen
Edward B. Martin
Charles R. Nash
Peggy C. Neal
W. J. Rochelle
Warner Rogers
Carolyn W. Sampson
Dandy P. Taylor
Josie Wills

Dear Teacher:

The Professional Standards Commission has surveyed all principals and superintendents in Georgia to obtain their views on leadership preparation and on the role of the principal. Now the Commission is seeking the views of teachers on these issues. This questionnaire is a natural outgrowth of the earlier studies by the Commission: Administrator Evaluation: A Look at Georgia and the Nation (1979); Teacher Satisfaction in Georgia and the Nation: Status and Trends (1980); The Principal in Georgia: A Crucial Element in Quality Education (1983); and The Principalship in Georgia: Superintendents' Perceptions (1984). This survey is intended to complement and add to the findings of these previous studies.

The questionnaire objectives are to accomplish the following: to compile information on leadership preparation, to compile information on the tasks and roles of the principal, and to help determine future directions and standards for the preparation and continued professional development of educational leaders in Georgia. The questionnaire will give you an opportunity to have a direct voice in the types of preparation you see necessary and in the programs you feel are most effective in preparing educational leaders.

We shall appreciate your assistance in filling out and returning the enclosed questionnaire. The questionnaire results will be confidential. No respondent will be identified by name. Only group data will be analyzed and reported.

Your help and input are vital. We need your response no later than January 25, 1985. Thank you for your assistance.

Sincerely,

Louise Radloff

Louise Radloff
Chairman

LR:kh
Enclosures

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APPENDIX D

CODING REFERENCE SHEET

1. Funding (General)
2. State Funding
3. Local Funding
4. Ineffective management of Funds/Programs (Local)
5. Tuition (Out-of-District/Public to Public)
6. Inadequate Supplies and Materials
7. Inadequate Salaries
8. Allocation of Funds (State)
9. Additional Personnel
10. Overcrowding/Large Schools
11. Lack of Proper Facilities
12. Consolidation/Size of System
13. Government Interference/Regulation (Federal and State Process)
14. State Board Policies
15. Local School Board Policies
16. Political Pressure
17. Utilizing Community Resources
18. Lack of Leadership
19. Special Education (Implementation)
20. Tracking
21. Emphasis on Vocational Programs
22. Emphasis on Athletics
23. Role of the Public Schools
24. Curriculum
25. Career Guidance
26. Percentage of Students Attending Postsecondary Institutions
27. Extended School Year
28. Private School Flight
29. Shrinking/Shifting Enrollment
30. Single-Parent Households
31. Integration/Bussing
32. Socioeconomic Status
33. Transient Students
34. Transportation Problems
35. Family Problems
36. Discipline
37. Drugs/Alcohol
38. Violence/Vandalism
39. Teenage Pregnancy
40. Dropout Rate

CODING REFERENCE SHEET

41. Student Academic Achievement (SAT)
42. Promotion/Standardized Tests
43. Social Promotion
44. Basic Skills Deficiencies
45. Overburdened/Lack of Time
46. Poor Study Skills
47. Poor Teacher Morale
48. Pupil/Teacher Ratio
49. Teacher/Course Misassignment (Out-of-Field)
50. Inadequate Preservice
51. Teacher Quality (Global)
52. Attracting Quality Teachers (Pool)
53. Teacher Assessment/Evaluation (Accountability)
54. Teacher Remuneration/Reward Structure (Merit Pay, Career Ladder, Incentive Pay)
55. Inadequate/Inappropriate Staff Development
56. Teacher Receptivity to Change (Lack of)
57. Experimentation/Teaching Methods/Programs (Too Much)
58. Student Apathy
59. Parental Apathy/Lack of Support
60. Lack of School/Community Support
61. Negative Public Attitudes
62. Parental Interference
63. Societal Values
64. Length of School Day
65. Public Relations
66. Effective Communication Skills (Staff/Internal)
67. Absenteeism
68. Retention of Teachers
69. State Leadership
70. Legal Ramifications
71. Other
72. Burnout

APPENDIX E

TEACHERS' RATING OF PRINCIPALS IN VARIOUS PROFICIENCIES

Aspect	SATISFIED/DISSATISFIED[1]					RATIO[2]
Emphasis on Student Achievement in Basic Skills	52%	34%	11%	2%	1%	38.50
Emphasis on Time on Task	49%	35%	11%	3%	1%	22.13
Clear Definition of School Policy and Standards	49%	34%	12%	4%	1%	20.92
Oral and Written Skills	46%	35%	13%	5%	1%	17.07
Mastery of Content	40%	38%	16%	5%	2%	15.30
Resource Allocation Commensurate with Objectives	34%	43%	18%	3%	2%	15.16
Identification of Community Needs	33%	41%	19%	5%	2%	12.71
Maintenance of Orderly School Climate	43%	35%	14%	6%	2%	12.35
Delegation of Responsibility	41%	36%	15%	6%	2%	11.68
Clarity of Expectations from Students, Teachers, and Parents	37%	36%	19%	6%	2%	10.94
Clarity of Goals and Objectives	38%	37%	17%	6%	2%	10.82
Effective Teaching Ability	37%	36%	15%	6%	3%	10.22
Personnel Evaluation and Provision of Inservice	31%	41%	19%	7%	2%	9.16
Leadership	39%	33%	17%	9%	2%	8.98
Handling Student Discipline	38%	32%	19%	8%	3%	7.48
Monitoring Pupil Progress	30%	38%	21%	7%	3%	7.15
Recognition and Reward of Success	34%	35%	19%	8%	4%	6.04
Effective Communication	33%	34%	20%	9%	4%	5.91

([1]Note: Weighted satisfaction/dissatisfaction ratio computed before rounding percentage distributions.)

([2]Note: The following 5-point scale was devised for determining the ratio of satisfaction versus dissatisfaction. Points on either end of the scale--equally satisfied and equally dissatisfied--were assigned a numerical value of 2. The two midpoints--mostly satisfied and mostly dissatisfied--were assigned a value of 1. The center point on the scale (equally satisfied/dissatisfied) was assigned value of 0. The more a number moves away from 1 in either direction, the greater the degree of satisfaction or dissatisfaction indicated.)

TEACHERS' RATING OF PRINCIPALS' PERFORMANCE IN SELECTED ACTIVITIES

Aspect	Entirely SATISFIED	Mostly SATISFIED	Equally	Mostly DISSATISFIED	Entirely DISSATISFIED	RATIO
Preparing Required School Reports	61%	31%	5%	2%	1%	34.77
Preparing Budgets and Proposals for Funding	49%	36%	11%	3%	1%	28.77
Monitoring/Evaluating Federal Programs	49%	36%	11%	3%	1%	24.80
Supervising School Building Operations	51%	33%	12%	2%	2%	24.18
Managing School Office	46%	37%	12%	4%	1%	18.68
Communicating with Parents	42%	38%	14%	5%	2%	14.83
Caring for Health Needs of Students	39%	42%	13%	4%	2%	14.13
Preparing School Class Schedule	37%	40%	13%	5%	4%	11.53
Developing and Maintaining School Public Relations	40%	36%	16%	6%	2%	8.62
Supervising Extracurricular Activities	38%	36%	16%	6%	4%	8.50
Evaluating Teachers	31%	43%	15%	8%	3%	8.23
Communicating with Students	37%	35%	19%	7%	3%	8.22
Communicating with Teachers	34%	33%	19%	10%	4%	5.77
Developing Curriculum	21%	43%	22%	10%	5%	4.65
Supervising Instruction	24%	40%	21%	10%	5%	4.61
Planning Staff Development	24%	40%	21%	12%	4%	4.54
Teaching or Covering Classes	25%	33%	16%	12%	15%	2.02

TEACHER SATISFACTION: THEIR SCHOOLS

Aspect	Entirely SATISFIED	Mostly SATISFIED	Equally	Mostly DISSATISFIED	Entirely DISSATISFIED	RATIO
Quality of Teaching Staff	29%	52%	16%	3%	0%	36.66
Quality of Non-Teaching Staff	25%	50%	18%	5%	2%	16.66
Principal Cooperation and Support	43%	32%	16%	6%	3%	9.83
District Office Cooperation	20%	49%	23%	6%	2%	8.90
Student Athletic Performance	16%	47%	28%	6%	3%	6.58
Staff Morale	17%	46%	23%	11%	3%	4.70
Student Academic Achievement	9%	42%	36%	11%	2%	4.00
Adequacy of School Budget	11%	32%	29%	21%	7%	1.54
Parental Involvement	12%	27%	29%	23%	9%	1.24

TEACHER SATISFACTION: PUBLIC EDUCATION IN GEORGIA

Aspect	Entirely SATISFIED	Mostly SATISFIED	Equally	Mostly DISSATISFIED	Entirely DISSATISFIED	RATIO
Their Own Teacher Preparation Program	19%	46%	24%	8%	3%	6.00
Public Education in Their System	9%	46%	34%	10%	1%	5.33
Teacher Certification Standards in Georgia	11%	41%	29%	13%	6%	2.52
Teacher Preparation Programs in Georgia	8%	37%	37%	15%	3%	2.52
Teacher Inservice Programs in Georgia	6%	35%	34%	19%	6%	1.52
Level of Local Spending in Education	3%	27%	33%	26%	11%	1.10
Public Education in Georgia	2%	28%	45%	21%	4%	.69
Level of State Spending in Education	2%	16%	33%	34%	15%	.31
Teacher Salary in Georgia	1%	13%	19%	41%	26%	.16

TABLE 53

WHO SHOULD DETERMINE INCENTIVE PAY?

Response	Frequency	Percent
Committee of Teachers and Administrators	529	40%
None Qualified	173	13%
Committee of Outside Educators	139	10%
School Principal	131	10%
Committee of Teachers	74	6%
Other	32	2%
Students	4	0%
Parents	2	0%
Don't Know	250	19%
N =	1334	100%

(PSC, 1985)

TEACHERS' PERCEPTIONS: PROBLEMS AND ISSUES

Georgia teachers also provided their own perspectives on the biggest problems and issues which the public schools in their communities face.[11] Nearly one-half (48%) saw lack of community and parental support as the most serious problem. Parental apathy (74%) dominated the responses for this category. Lack of community support received 18% of these responses. Over a third (37%) viewed discipline/apathy as the second major problem. In this category the responses were dominated by student discipline (45%) and student apathy (43%). However, drugs, absenteeism, dropout rate, violence, and teenage pregnancy were mentioned infrequently. About a fourth (24%) of the teachers mentioned funding related problems--the third largest area. Inadequate funding (42%) and inadequate salaries (27%) were cited most frequently, and local funding made up a fifth (21%) of the responses.

Nearly a fifth (18%) reported problems in the area of inadequate resources, supplies, and facilities. Dominant responses mentioned were high pupil-teacher ratio, inadequate

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([11]Note: In an open-ended question, of 1,359 respondents, 1,245 (91.6%) identified a total of 3,246 significant problems and issues. On an average, each teacher identified 3 major problems; the various problems/issues were categorized, resulting in 14 major topic areas. Percentages in tables total more than 100% because of multiple responses.)

supplies, overcrowded schools, lack of proper facilities, and lack of personnel. About one-seventh of the teachers (14%) listed socioeconomic issues. Societal values, socioeconomic status, family problems, and single-parent households were mentioned most frequently in this category. Over one-tenth (12%) cited problems related to lack of leadership and poor public relations. Another one-tenth (11%) of the teachers also listed problems related to federal, state, and local policies. The bulk of these responses were local board policies, standardized tests, and integration. Eleven percent (11%) cited issues in the area of curriculum and instruction. Of these responses, almost three-fourths cited curriculum. Others mentioned were emphasis on athletics, special education implementation, tracking, curriculum experimentation, emphasis on vocational education, and career guidance. Teacher quality and misassignment were cited by over 11% of the teachers with the bulk of the responses being overburdened teachers and teacher quality. Other responses in this category included inadequate preservice, teacher misassignment, and inadequate staff development. Teacher evaluation, selection, and retention; teacher attitudes; student academic achievement; political and legal problems; and other miscellaneous problems were reported by teachers as well. (Table 54)

The 1984 Gallup/PDK survey of teachers revealed similar findings; i.e., U.S. teachers (31%) also viewed the biggest local school problem as parents' lack of interest and support.

The next most frequently mentioned problems--cited by about one U.S. teacher in five--were lack of proper financial support (21%), lack of interest and truancy on the part of pupils (20%), and lack of discipline (19%).

Differences may be seen by grade levels in two of the problems cited by Georgia teachers. More high school teachers cited discipline as a problem which their local community must address than did middle or elementary school teachers. Funding related problems were cited by nearly a third of the high school teachers compared to a fifth of the elementary and middle school teachers. (Table 55)

In the national survey, although responses were fairly consistent across grade levels, more elementary school teachers (35%) mentioned parents' lack of interest than did high school teachers (26%). However, 23% of high school teachers mentioned pupils' lack of interest or their truancy, while only 17% of elementary teachers did so. (Gallup, 1984)

According to geographic region, differences may be seen in the percentages of Georgia teachers citing funding related problems. More teachers in the North (32%) cited problems related to funding than did teachers in the North Central (23%), Central (22%), Southwest (22%), or Southeast (21%) regions. (Table 56)

TABLE 54

MAJOR PROBLEMS CONFRONTING
THE PUBLIC SCHOOLS*

	Frequency	Percent
Lack of Community/Parental Support	645	48%
Discipline Related Problems	504	37%
Funding Related Problems	329	24%
Inadequate Resources, Supplies, and Facilities	239	18%
Socioeconomic Problems	195	14%
Lack of Leadership	167	12%
Federal, State, and Local Policies	150	11%
Curriculum and Instructional Problems	146	11%
Teacher Quality and Misassignment	144	11%
Teacher Evaluation, Selection, and Retention	81	6%
Teacher Attitudes	76	6%
Student Academic Achievement	65	5%
Political and Legal Problems	31	2%
Other Problems	43	3%
N=1,359		

*Proportions add up to more than 100% because of multiple responses.

TABLE 55

MAJOR PROBLEMS CONFRONTING
THE PUBLIC SCHOOLS
BY GRADE LEVELS

	Elem.	Mid.	High
Lack of Community/Parental Support	47%	47%	49%
Discipline Related Problems	32%	42%	46%
Funding Related Problems	23%	20%	31%
Inadequate Resources, Supplies, and Facilities	20%	16%	13%
Socioeconomic Problems	15%	14%	11%
Lack of Leadership	13%	10%	13%
Federal, State, and Local Policies	12%	10%	11%
Curriculum and Instructional Problems	10%	13%	13%
Teacher Quality and Misassignment	12%	9%	9%
Teacher Evaluation, Selection, and Retention	5%	9%	7%
Teacher Attitudes	5%	3%	7%
Student Academic Achievement	6%	5%	1%
Political and Legal Problems	3%	2%	2%
Other Problems	3%	2%	3%
N=1,334			

*Proportions add up to more than 100% because of multiple responses.

TABLE 56

MAJOR PROBLEMS CONFRONTING
THE PUBLIC SCHOOLS
BY GEOGRAPHIC REGION

	N	NC	C	SW	SE
Lack of Community/Parental Support	48%	45%	49%	53%	45%
Discipline Related Problems	34%	38%	42%	36%	34%
Funding Related Problems	32%	23%	22%	22%	21%
Inadequate Resources, Supplies, and Facilities	18%	20%	17%	11%	18%
Socioeconomic Problems	14%	18%	11%	14%	14%
Lack of Leadership	15%	11%	14%	9%	12%
Federal, State, and Local Policies	11%	10%	13%	10%	11%
Curriculum and Instructional Problems	10%	12%	8%	15%	10%
Teacher Quality and Misassignment	11%	11%	14%	6%	8%
Teacher Evaluation, Selection, and Retention	8%	6%	6%	4%	6%
Teacher Attitudes	7%	5%	6%	8%	4%
Student Academic Achievement	3%	5%	6%	5%	6%
Political and Legal Problems	4%	0%	2%	3%	4%
Other Problems	6%	3%	3%	3%	2%
N=1,354					

*Proportions add up to more than 100% because of multiple responses.

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APPENDIX A

DESIGN OF THE STUDY

The Teacher Questionnaire was designed after an in-depth review of the literature and after consultation with practicing teachers and school administrators both in Georgia and nationally. The central objective of the survey was to scientifically collect data that accurately reflect the views, status, and experience of teachers; at the same time, it was necessary to develop an instrument similar to the previous administrator polls to allow comparisons of the results. A pilot survey instrument was field-tested among 20 public school teachers; the revised final instrument consisted of 32 questions.[1] (Appendix B)

The teacher survey methodology was designed to correspond to the principal sample as follows: (1) the teacher sample was selected from the same schools as the principal survey sample, (2) two teachers from each principal's school were selected[2], and (3) a random numbers table was used to select these two teachers.

([1]Note: Questions 1-31, closed-ended; question 32, open-ended. Code numbers for follow-up included individual school codes. Respondents were, however, promised and provided confidentiality.)

([2]Note: The expected return rate on most mail surveys is 50%. In an attempt to ensure that all 1,000 schools were represented in the teacher survey, two teachers from each school received questionnaires.)

At the time of the teacher survey (January, 1985), 63 schools from the previous principal sample had been closed and/or consolidated; therefore, 937 of the 1,000 schools formed the present sample. Thus, on January 14, 1985, questionnaires were mailed to 1,874 teachers (a roster was provided by the Georgia Department of Education). This questionnaire packet included endorsements from Governor Joe Frank Harris, State Superintendent of Schools Charles McDaniel, and Commission Chairman Louise Radloff. (Appendix C) Three weeks later, a follow-up was mailed to 873 non-respondent teachers to encourage response; a final follow-up was forwarded two weeks later to 326 teachers. By March 15, 1985, 1,359 usable completed questionnaires, representing a 73% return-rate, had been received. Usable questionnaires represent 873 or 93% of the 937 schools surveyed. The individual returns were tallied by computer[3] to obtain frequency distributions; in addition, the data were analyzed by grade levels, by geographic region, and by superintendent selection method. Differences of ten or more percentage points have been reported[4]. The objective of the Commission was to describe; therefore, no hypotheses were formulated or tested. The last question in the Teacher

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([3]Note: Statistical Packages for the Social Sciences, version 10 (SPSS-X) was used.)

([4]Note: Column totals may not always equal 100 due to rounding.)

Questionnaire was open-ended. For the final, open-ended question, a seventy-two item coding scheme (Appendix D) was adopted. The index of inter-coder agreement was high (.85).

APPENDIX B

Code No._____ 1-8

TEACHER QUESTIONNAIRE

Instructions: Please read each question entirely before responding. There are no right or wrong answers; therefore, please select your responses as they apply only to you in your position. Validity and reliability of this study depend upon the candidness and completeness of your responses. Please CIRCLE the appropriate NUMBER or WRITE IN your answer for each question in INK. Thank you.

FOR PSC USE ONLY

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1. Please indicate the following:

a) Your age: _____ years 9-10

b) Your sex: (1) Male (2) Female 11

c) Your race: (1) White (2) Black (3) Hispanic (4) Other 12

d) Years at present school: _____ years 13-14

e) Years in teaching profession: _____ years 15-16

f) Highest academic degree obtained:
(1) Bachelor's (2) Master's
(3) Specialist's (4) Doctorate 17

g) Grade level at which you teach:
(1) Elementary (2) Middle/Jr. High (3) High
(4) Multiple levels 18

h) Whether T-4 certificate obtained before or after obtaining a teaching position:
(1) Before (2) After (9) T-4 not yet obtained 19

i) Whether position tenured or non-tenured:
(1) Tenured (2) Non-tenured 20

j) Subject area of expertise: (Please CIRCLE ONE)

(01) English (06) Fine Arts
(02) Science (07) Special Education
(03) Mathematics (08) Elementary Education 21-22
(04) Social Science (09) Health/Physical Educ..
(05) Language (Foreign) (10) Vocational/Technical Ed.
(11) Other _____

k) Teaching in-field:
(1) Yes (2) No 23

l) Member of any of the following professional organizations:
(1) GAE/NEA (2) PAGE (3) APT
(4) GVA (9) None of these 24

2. Where did you complete the major portion of your undergraduate training?

(1) Within Georgia
(2) Outside Georgia 25

3. Where did you complete the major portion of your graduate training?

(1) Within Georgia
(2) Outside Georgia
(9) Not applicable 26

4. When did you first consider teaching as a career?

(1) Before high school
(2) During high school
(3) During the first 2 years in college
(4) During the last 2 years in college
(5) After college graduation
(6) Other _____ 27

5. Was teaching your first choice as a career?

(1) Yes (2) No 28

6. What was your main reason for becoming a teacher? (Please CIRCLE ONE)

(01) Prestige
(02) Love of children
(03) Ample vacation time
(04) Secure source of income
(05) Encouragement of others
(06) Love of teaching profession
(07) No alternative form of employment
(08) Desire to improve service in education
(09) Ability to coordinate well with family life
(10) Other 29-30

7. Some schools are operated like a business where individual responsibility and lines of authority are clear and sharply stated. Other schools are organized such that relationships among members of the staff tend toward equality rather than differences in authority. How is your school operated?

(1) Like an organization tending toward staff equality
(2) Like an organization with staff hierarchy and clear lines of authority 31

8. Some school systems emphasize board policy and efficiency with numerous rules and a definite system of authority. Other school systems, believing that such rules may hamper creativity, emphasize freedom for members of their professional staff. In your opinion, what is the main emphasis in your school system? (Please CIRCLE ONE)

(1) Creativity through freedom for members of the professional staff is clearly emphasized.

(2) There is more emphasis on creativity than on board policy and efficiency.

(3) The two emphases are evenly mixed. 32

(4) There is more emphasis on board policy and efficiency than on creativity.

(5) Board policy and efficiency through rules and authority are clearly emphasized.

9. Teachers may receive assistance in curriculum and instruction from a variety of sources. In your school who provides you with the most assistance? (Please CIRCLE ONE)

(1) Central Office Administrators
(2) Principal
(3) Assistant Principal for Administration
(4) Assistant Principal for Instruction/Curriculum Director 33
(5) Department or grade chairperson
(6) Other building-level leadership
(7) Other teachers in the school
(8) No one provides much assistance

10. In your classes, how much authority do you feel you have to affect the following activities? (Please WRITE IN the most appropriate number from the following scale.)

9 8 7 6 5 4 3 2 1
Total---+-------+-------+-------+-------+-------+-------+---None

Activity

Determining class size	____ 34
Maintaining class discipline	____ 35
Determining instructional method	____ 36
Curriculum development and change.	____ 37
Determining instructional grouping	____ 38
Individual student assessment and grading	____ 39
Establishing achievement expectation of students.	____ 40

11. Please RANK ORDER FOUR of the following sentences as they best describe the reputation you would most like to have among your students. (Rank only FOUR.)

You know your subject . . . . . ._____	41
You are understanding . . . . . ._____	42
You make your students work hard . . . . . ._____	43
You are a fair person . . . . . ._____	44
Students learn a lot in your class. . . . . ._____	45
Your classes are enjoyable . . . . . ._____	46
Students like to be around you . . . . . ._____	47
You maintain strict discipline in your class ._____	48

12. Please indicate how many hours per 7-day week you spend at each of the following activities:

Classroom teaching . . . . . ._____hrs.	49-50
Preparation for class . . . . . ._____hrs.	51-52
Grading. . . . . ._____hrs.	53-54
Routine administrative paper work . . . . ._____hrs.	55-56
Seeing individual parents. . . . . ._____hrs.	57-58
Bus, hall, and lunchroom duty . . . . . ._____hrs.	59-60
Supervising extracurricular or other such activities . . . . . ._____hrs.	61-62
Meetings of one kind or another. . . . . ._____hrs.	63-64
Other . . . . . ._____hrs.	65-66

13. If you were to receive a gift of ten hours a week with the provision that it be spent on work, where would you choose to spend that time? (Please CIRCLE ONE.)

(1) Public relations
(2) School operations
(3) Parent conferences
(4) Counseling students
(5) Curriculum committee
(6) Private preparation of lessons
(7) In-class or individualized teaching

67

14. Which of the following is the most important source of satisfaction for you as a teacher? (Please CIRCLE ONE.)

(1) Opportunity teaching gives you to study, read, and plan for classes
(2) Opportunity teaching offers you to develop mastery of discipline and classroom management
(3) Knowing that you have communicated with a student or group of students and that they have learned
(4) Opportunity to associate with children and young people, whom you find refreshing

68

15. Between September 1982 and now, has there been a change of principals at your school?

(1) Yes (2) No 69

16. The following is a list of roles that principals typically perform. Which of these roles best describes your present principal? (Please CIRCLE ONE.)

(1) Planner
(2) School manager
(3) Disciplinarian
(4) Community leader 70
(5) Personnel leader
(6) Instructional leader
(7) Professional developer
(8) Coordinator of extra-curricular activities

17. In your opinion, what should be the ideal role of the principal? (Please WRITE IN the appropriate number from the roles listed above.)

_____ 71

18. The following is a list of activities in which principals frequently engage. How would you rate your principal's performance in each activity? Please WRITE IN your response according to the following scale: (1) Entirely satisfactory (2) Mostly satisfactory (3) Equally satisfactory and unsatisfactory (4) Mostly unsatisfactory (5) Entirely unsatisfactory (9) Don't know/Not applicable.

(a) Evaluating teachers . . . . . ._____ 72
(b) Developing curriculum. . . . . ._____ 73
(c) Managing school office . . . . . ._____ 74
(d) Supervising instruction . . . . . ._____ 75
(e) Planning staff development . . . . . ._____ 76
(f) Communicating with parents . . . . . ._____ 77
(g) Communicating with teachers. . . . . ._____ 78
(h) Communicating with students. . . . . ._____ 79
(i) Teaching or covering classes . . . . . ._____ 80
(j) Preparing school class schedule . . . . . ._____ 81
(k) Preparing required school reports. . . . . ._____ 82
(l) Supervising extra-class activities . . . . . ._____ 83
(m) Caring for health needs of students . . . . . ._____ 84
(n) Monitoring/Evaluating federal programs . . . . ._____ 85
(o) Supervising school building operations . . . . ._____ 86
(p) Preparing budgets and proposals for funding . . ._____ 87
(q) Developing & maintaining school public relations._____ 88

19. In your school how much authority do you perceive your principal has to affect the following activities? (Please WRITE IN the most appropriate number from the following scale.)

9 Total	8	7	6	5	4	3	2	1 None	
Activity									
Facilitating change								._____	89
Determining staffing patterns								._____	90
Hiring and retention of staff								._____	91
Determining school budget								._____	92
Allocating school resources.								._____	93
Determining school policy								._____	94
Evaluating instruction								._____	95
Formulating staff development programs								._____	96
Determining extra-curricular programs								._____	97
Managing special education programs								._____	98
Managing vocational programs								._____	99
Managing federally mandated programs.								._____	100

20. How would you rate your principal in each of the following proficiency areas? Please WRITE IN your response according to the following scale: (1) Entirely satisfactory (2) Mostly satisfactory (3) Equally satisfactory and unsatisfactory (4) Mostly unsatisfactory (5) Entirely unsatisfactory (9) Don't know.

(a)	Leadership	._____	101
(b)	Mastery of content.	._____	102
(c)	Effective communication	._____	103
(d)	Oral and written skills	._____	104
(e)	Emphasis on time on task	._____	105
(f)	Monitoring pupil progress	._____	106
(g)	Effective teaching ability	._____	107
(h)	Handling student discipline.	._____	108
(i)	Delegation of responsibility	._____	109
(j)	Clarity of goals and objectives	._____	110
(k)	Identification of community needs.	._____	111
(l)	Recognition and reward of success.	._____	112
(m)	Maintenance of orderly school climate	._____	113
(n)	Personnel evaluation and provision of inservice	._____	114
(o)	Clear definition of school policy and standards	._____	115
(p)	Emphasis on student achievement in basic skills	._____	116
(q)	Resource allocation commensurate with objectives.	._____	117
(r)	Clarity of expectations from students, teachers, and parents	._____	118

21. Please WRITE IN your level of satisfaction with each of the following activities at your school according to the following scale: (1) Entirely satisfied (2) Mostly satisfied (3) Equally satisfied and dissatisfied (4) Mostly dissatisfied (5) Entirely dissatisfied.

(a)	Your job . . . . . ._____	119
(b)	Staff morale . . . . . ._____	120
(c)	Parental involvement . . . . . ._____	121
(d)	Adequacy of school budget. . . . . ._____	122
(e)	Quality of teaching staff. . . . . ._____	123
(f)	District office cooperation . . . . . ._____	124
(g)	Student academic achievement. . . . . ._____	125
(h)	Student athletic performance. . . . . ._____	126
(i)	Quality of non-teaching staff . . . . . ._____	127
(j)	Principal cooperation and support . . . . ._____	128

22. According to the same scale, please WRITE IN your level of satisfaction with the following:

(a)	Teacher salary in Georgia. . . . . ._____	129
(b)	Public education in Georgia . . . . . ._____	130
(c)	Public education in your system. . . . . ._____	131
(d)	Your teacher preparation program . . . . ._____	132
(e)	Level of State spending in education . . . ._____	133
(f)	Level of local spending in education . . . ._____	134
(g)	Teacher inservice programs in Georgia. . . ._____	135
(h)	Teacher preparation programs in Georgia . . ._____	136
(i)	Teacher certification standards in Georgia . ._____	137

23. How much longer do you plan to continue teaching in Georgia's public schools? (Please CIRCLE ONE.)

(1) One year or less
(2) 2-5 years
(3) 6-10 years
(4) 11-20 years
(5) over 20 years

138

24. Which of the following best describes your career goals? (Please CIRCLE ONE.)

(1) Become a principal
(2) Seek public office
(3) Become a college professor
(4) Become a full-time homemaker
(5) Remain a public school teacher
(6) Become a private school teacher
(7) Enter into a different profession
(8) Become a central office administrator
(9) Assume other leadership position in school

139

25. Many public school teachers are leaving the classroom. Here are some reasons that are sometimes given. Which THREE of these do you think are the main reasons why teachers are leaving their jobs? (Please RANK ORDER THREE)

Outstanding teacher performance goes unrewarded	.____	140
Parents are not interested in children's progress.	.____	141
Low standing of teaching as a profession.	.____	142
Students are unmotivated, uninterested in school	.____	143
Lack of public financial support for education.	.____	144
Parents don't support the teachers.	.____	145
Low teacher salaries	.____	146
Discipline problems in schools	.____	147
Difficulty of advancement.	.____	148

26. Today there is a shortage of teachers in science, math, technical subjects, and vocational subjects. If your local schools needed teachers in these subjects, would you favor or oppose paying them higher wages than teachers of other subjects?

(1) Favor
(2) Oppose
(9) No opinion

149

27. How do you, yourself, feel about the idea of incentive pay for teachers? In general, do you favor or oppose it?

(1) Favor
(2) Oppose
(9) No Opinion

150

28. Why do you favor/oppose incentive pay for teachers? (Please CIRCLE ONLY ONE)

If you Oppose:

(1) Political problems
(2) Can't be objectively measured
(3) Difficult to give a fair evaluation
(5) Administrators can't evaluate fairly
(4) Would create problems/morale problems
(6) Other

151

If you Favor:

(8) Children would benefit
(7) Good teachers would be rewarded
(9) Other

29. Aside from whether you favor or oppose incentive pay, do you feel there are any teachers in the school where you teach who are sufficiently outstanding to warrant incentive pay, or not?

(1) Yes
(2) No 152
(9) No opinion

30. (Answer if you circled YES for Q. 29) What percentage of teachers do you feel warrant incentive pay? (Please CIRCLE ONE)

(1) Under 10%
(2) 10% to 19%
(3) 20% to 29% 153
(4) 30% to 59%
(5) 60% to 99%

31. Suppose that your own school were to adopt the incentive pay plan. Who, in your opinion, should determine which teachers should be given incentive increases? (Please CIRCLE ONE)

(1) Parents
(2) Students
(3) School principal
(4) Committee of teachers
(5) Committee of outside educators 154
(6) Committee of teachers and administrators
(7) Other
(8) No one qualified
(9) Don't know

32. What do you think are the biggest problems with which the public schools in your community must deal?

_____

_____

_____

_____

_____

THANK YOU VERY MUCH!!

APPENDIX C

STATE OF GEORGIA

OFFICE OF THE GOVERNOR

ATLANTA 30334

Joe Frank Harris
GOVERNOR

January 11, 1985

Dear Teacher:

All Georgians are vitally interested in a quality education for our students. As we work to increase that quality, effective application of leadership and management skills is vital.

Principals play an important role in determining the quality of education provided within our schools. Your input in clarifying effective leadership skills for principals can have a strong influence upon the quality of education in our State.

The accompanying questionnaire is an important step in increasing that clarification.

We encourage you to participate in this project and return the enclosed questionnaire.

Joe Frank Harris
Governor of Georgia

Charles McDaniel
State Superintendent
of Schools

Professional Standards Commission

1645 Tullie Circle NE, Suite 105 • Atlanta, Georgia 30329 • (404) 656-2535

January 11, 1985

Suzann R. Harrison
Executive Secretary

Commission

Louise Radloff
Chairman

Nancy R. Bradley
Mary Collins
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Sherman R. Day
Anne Flowers
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Louis E. Harper
Alice Kleinmeister
Edward S. Martin
Charles R. Nash
Peggy C. Nisi
W. J. Rauhaile
Warner Rogers
Carolyn W. Sampson
Dandy P. Taylor
Josie Wills

Dear Teacher:

The Professional Standards Commission has surveyed all principals and superintendents in Georgia to obtain their views on leadership preparation and on the role of the principal. Now the Commission is seeking the views of teachers on these issues. This questionnaire is a natural outgrowth of the earlier studies by the Commission: Administrator Evaluation: A Look at Georgia and the Nation (1979); Teacher Satisfaction in Georgia and the Nation: Status and Trends (1980); The Principal in Georgia: A Crucial Element in Quality Education (1983); and The Principalship in Georgia: Superintendents' Perceptions (1984). This survey is intended to complement and add to the findings of these previous studies.

The questionnaire objectives are to accomplish the following: to compile information on leadership preparation, to compile information on the tasks and roles of the principal, and to help determine future directions and standards for the preparation and continued professional development of educational leaders in Georgia. The questionnaire will give you an opportunity to have a direct voice in the types of preparation you see necessary and in the programs you feel are most effective in preparing educational leaders.

We shall appreciate your assistance in filling out and returning the enclosed questionnaire. The questionnaire results will be confidential. No respondent will be identified by name. Only group data will be analyzed and reported.

Your help and input are vital. We need your response no later than January 25, 1985. Thank you for your assistance.

Sincerely,

Louise Radloff

Louise Radloff
Chairman

LR:kh
Enclosures

APPENDIX D

CODING REFERENCE SHEET

1. Funding (General)
2. State Funding
3. Local Funding
4. Ineffective management of Funds/Programs (Local)
5. Tuition (Out-of-District/Public to Public)
6. Inadequate Supplies and Materials
7. Inadequate Salaries
8. Allocation of Funds (State)
9. Additional Personnel
10. Overcrowding/Large Schools
11. Lack of Proper Facilities
12. Consolidation/Size of System
13. Government Interference/Regulation (Federal and State Process)
14. State Board Policies
15. Local School Board Policies
16. Political Pressure
17. Utilizing Community Resources
18. Lack of Leadership
19. Special Education (Implementation)
20. Tracking
21. Emphasis on Vocational Programs
22. Emphasis on Athletics
23. Role of the Public Schools
24. Curriculum
25. Career Guidance
26. Percentage of Students Attending Postsecondary Institutions
27. Extended School Year
28. Private School Flight
29. Shrinking/Shifting Enrollment
30. Single-Parent Households
31. Integration/Bussing
32. Socioeconomic Status
33. Transient Students
34. Transportation Problems
35. Family Problems
36. Discipline
37. Drugs/Alcohol
38. Violence/Vandalism
39. Teenage Pregnancy
40. Dropout Rate

CODING REFERENCE SHEET

41. Student Academic Achievement (SAT)
42. Promotion/Standardized Tests
43. Social Promotion
44. Basic Skills Deficiencies
45. Overburdened/Lack of Time
46. Poor Study Skills
47. Poor Teacher Morale
48. Pupil/Teacher Ratio
49. Teacher/Course Misassignment (Out-of-Field)
50. Inadequate Preservice
51. Teacher Quality (Global)
52. Attracting Quality Teachers (Pool)
53. Teacher Assessment/Evaluation (Accountability)
54. Teacher Remuneration/Reward Structure (Merit Pay, Career Ladder, Incentive Pay)
55. Inadequate/Inappropriate Staff Development
56. Teacher Receptivity to Change (Lack of)
57. Experimentation/Teaching Methods/Programs (Too Much)
58. Student Apathy
59. Parental Apathy/Lack of Support
60. Lack of School/Community Support
61. Negative Public Attitudes
62. Parental Interference
63. Societal Values
64. Length of School Day
65. Public Relations
66. Effective Communication Skills (Staff/Internal)
67. Absenteeism
68. Retention of Teachers
69. State Leadership
70. Legal Ramifications
71. Other
72. Burnout

APPENDIX E

TEACHERS' RATING OF PRINCIPALS IN VARIOUS PROFICIENCIES

Aspect	SATISFIED/DISSATISFIED[1]					RATIO[2]
Emphasis on Student Achievement in Basic Skills	52%	34%	11%	2%	1%	38.50
Emphasis on Time on Task	49%	35%	11%	3%	1%	22.13
Clear Definition of School Policy and Standards	49%	34%	12%	4%	1%	20.92
Oral and Written Skills	46%	35%	13%	5%	1%	17.07
Mastery of Content	40%	38%	16%	5%	2%	15.30
Resource Allocation Commensurate with Objectives	34%	43%	18%	3%	2%	15.16
Identification of Community Needs	33%	41%	19%	5%	2%	12.71
Maintenance of Orderly School Climate	43%	35%	14%	6%	2%	12.35
Delegation of Responsibility	41%	36%	15%	6%	2%	11.68
Clarity of Expectations from Students, Teachers, and Parents	37%	36%	19%	6%	2%	10.94
Clarity of Goals and Objectives	38%	37%	17%	6%	2%	10.82
Effective Teaching Ability	37%	36%	15%	6%	3%	10.22
Personnel Evaluation and Provision of Inservice	31%	41%	19%	7%	2%	9.16
Leadership	39%	33%	17%	9%	2%	8.98
Handling Student Discipline	38%	32%	19%	8%	3%	7.48
Monitoring Pupil Progress	30%	38%	21%	7%	3%	7.15
Recognition and Reward of Success	34%	35%	19%	8%	4%	6.04
Effective Communication	33%	34%	20%	9%	4%	5.91

([1]Note: Weighted satisfaction/dissatisfaction ratio computed before rounding percentage distributions.)

([2]Note: The following 5-point scale was devised for determining the ratio of satisfaction versus dissatisfaction. Points on either end of the scale--equally satisfied and equally dissatisfied--were assigned a numerical value of 2. The two midpoints--mostly satisfied and mostly dissatisfied--were assigned a value of 1. The center point on the scale (equally satisfied/dissatisfied) was assigned value of 0. The more a number moves away from 1 in either direction, the greater the degree of satisfaction or dissatisfaction indicated.)

TEACHERS' RATING OF PRINCIPALS' PERFORMANCE
IN SELECTED ACTIVITIES

Aspect	Entirely SATISFIED	Mostly SATISFIED	Equally	Mostly DISSATISFIED	Entirely DISSATISFIED	RATIO
Preparing Required School Reports	61%	31%	5%	2%	1%	34.77
Preparing Budgets and Proposals for Funding	49%	36%	11%	3%	1%	28.77
Monitoring/Evaluating Federal Programs	49%	36%	11%	3%	1%	24.80
Supervising School Building Operations	51%	33%	12%	2%	2%	24.18
Managing School Office	46%	37%	12%	4%	1%	18.68
Communicating with Parents	42%	38%	14%	5%	2%	14.83
Caring for Health Needs of Students	39%	42%	13%	4%	2%	14.13
Preparing School Class Schedule	37%	40%	13%	5%	4%	11.53
Developing and Maintaining School Public Relations	40%	36%	16%	6%	2%	8.62
Supervising Extracurricular Activities	38%	36%	16%	6%	4%	8.50
Evaluating Teachers	31%	43%	15%	8%	3%	8.23
Communicating with Students	37%	35%	19%	7%	3%	8.22
Communicating with Teachers	34%	33%	19%	10%	4%	5.77
Developing Curriculum	21%	43%	22%	10%	5%	4.65
Supervising Instruction	24%	40%	21%	10%	5%	4.61
Planning Staff Development	24%	40%	21%	12%	4%	4.54
Teaching or Covering Classes	25%	33%	16%	12%	15%	2.02

TEACHER SATISFACTION: THEIR SCHOOLS

Aspect	Entirely	Mostly	Equally	Mostly	Entirely	RATIO
	SATISFIED/DISSATISFIED					
Quality of Teaching Staff	29%	52%	16%	3%	0%	36.66
Quality of Non-Teaching Staff	25%	50%	18%	5%	2%	16.66
Principal Cooperation and Support	43%	32%	16%	6%	3%	9.83
District Office Cooperation	20%	49%	23%	6%	2%	8.90
Student Athletic Performance	16%	47%	28%	6%	3%	6.58
Staff Morale	17%	46%	23%	11%	3%	4.70
Student Academic Achievement	9%	42%	36%	11%	2%	4.00
Adequacy of School Budget	11%	32%	29%	21%	7%	1.54
Parental Involvement	12%	27%	29%	23%	9%	1.24

TEACHER SATISFACTION: PUBLIC EDUCATION IN GEORGIA

Aspect	Entirely	Mostly	Equally	Mostly	Entirely	RATIO
	SATISFIED/DISSATISFIED					
Their Own Teacher Preparation Program	19%	46%	24%	8%	3%	6.00
Public Education in Their System	9%	46%	34%	10%	1%	5.33
Teacher Certification Standards in Georgia	11%	41%	29%	13%	6%	2.52
Teacher Preparation Programs in Georgia	8%	37%	37%	15%	3%	2.52
Teacher Inservice Programs in Georgia	6%	35%	34%	19%	6%	1.52
Level of Local Spending in Education	3%	27%	33%	26%	11%	1.10
Public Education in Georgia	2%	28%	45%	21%	4%	.69
Level of State Spending in Education	2%	16%	33%	34%	15%	.31
Teacher Salary in Georgia	1%	13%	19%	41%	26%	.16

About the Commission

The Professional Standards Commission was created by the General Assembly in March, 1976, to make recommendations to the State Board of Education regarding standards for "the preparation, certification, and professional growth of those persons who teach or perform educational duties in the school systems or schools" of Georgia.

The Professional Standards Commission may recommend to the State Board of Education standards for:

- Certification of educational personnel to practice in the public schools of Georgia;
- Preservice preparation of personnel;
- Accreditation of teacher education programs;
- Certification through inservice training (Staff Development);
- Objective measurement and evaluation of teaching competencies as a basis of teacher certification;
- Examination on subject matter for certifying educational personnel; and
- Committees in teacher education institutions to screen teacher candidates on the basis of academic, personal, and emotional fitness for the profession.

The Commission operates under a mandate from the Georgia Legislature in accordance with the "Georgia Professional Standards Act," approved March 25, 1976, as amended by an Act approved March 24, 1977, as amended by an Act approved April 16, 1979, as amended by an Act approved April 13, 1982.

The Commission is composed of carefully screened professionals representing all levels of instruction from kindergarten through college, including teachers and administrators. It also includes representatives from the State Department of Education and from local school boards. The Governor appoints Georgia residents from nominees submitted by professional educator organizations. The State Superintendent of Schools appoints the representative from the Georgia Department of Education.

Service on the Commission is voluntary. Commission members are personally disinterested but professionally concerned. They serve without compensation. Reimbursement is made for travel, lodging, and meals directly related to Commission business. Teachers are provided release time for Commission business.

The Professional Standards Commission serves a unique function for education in Georgia as it provides a continuing research-based examination of the quality of educational personnel at both the preparatory and performance level, including not only beginning teachers but also experienced teachers, supervisors, and administrators. This role is essential to the continuous updating of professional qualifications and hence improvement of leadership and classroom instruction at all levels in Georgia schools.

Copies of this publication are available from the Commission. When ordering, please specify the name of the publication and send a check in the amount of $6.00 for printing and postage expenses. Please make the check payable to the Professional Standards Commission and forward to the address below.

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